MORENO IN SCHOOLS

The Integration Of Psychodramatic

Principles And Practices In Education

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This thesis has been completed in partial fulfillment of the requirements toward certification as a practitioner by the Board of Examiners of the Australian and New Zealand Psychodrama Association, Incorporated. It represents a considerable body of work undertaken with extensive supervision. This knowledge and insight has been gained through hundreds of hours of experience, study and reflection.

For Amanda and Esme

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ABSTRACT

This paper focuses on the integration of psychodramatic principles and practices into education. An extensive literature review is included, followed by the presentation and discussion of several ways in which Moreno's theories and methods have been successfully incorporated into classroom management and teaching programmes to enhance educational achievement. The author hopes to communicate a sense of the visionary nature of Jacob Moreno's contribution to educational work, to suggest applications which are of practical benefit to educators, and to focus attention on some of the implications of Moreno's ideas for a future spontaneity based education.

PREFACE

I am a teacher and a long-time student of psychodrama. I had been practising as a teacher for thirteen years when I began psychodrama training in 1983. As my training progressed throughout the 1980s and early 1990s, I deepened my understanding of Moreno's social theories and practices, and began to consider how they might be applied in classrooms. The spontaneity theory of personality development and learning and Moreno's vision of the unification of all types of learning through the principle of spontaneity were large and challenging concepts. Nevertheless, I slowly developed a consciousness of the class as an educational group, into which Morenian action principles and group methods might be integrated for educational purposes. As well, I grew to understand the relevance of the roles of the psychodrama director for education and that their development in teachers was a necessary aspect of applied Moreno. I began to think about the organisational development of the school in the same way that organisational trainers were thinking about business and corporate development. I discussed these ideas with my psychodrama colleagues and trainers and received positive responses.

Substance, however, was lacking. Psychodrama training events did include some educational applications but tended to focus more on psychotherapeutic work. I read articles in the *Sociometry* journals written by pioneering American educators. I was particularly impressed by the inspirational work of Robert Haas in bringing together much of the early experimental work that took place in America in the 1930s and 1940s. I read articles, reports and theses presented by educators and psychodramatists from the early 1950s to the present day. From these I gained ideas about how others had utilised aspects of the psychodramatic method in their educational work. I felt inspired and encouraged.

I had personal reasons for seeking improvements as well. Victimisation and isolation affected my elder daughter's school experience. My close involvement and personal re-activity tended to immobilise me in terms of helping to find a solution. Over the years I have come to realise, however, that isolation may be a common experience for many children in New Zealand

schools and that the consequences are far-reaching, both in personal and educational terms. I have observed, too, that teachers are usually well disposed towards finding solutions but lack the means for effective intervention. Moreno's sociometry, in particular, offered a way forward. Although I was unable to affect my own children's experience directly, it is on their and my own behalf that I have become something of a zealot in advocating the improvement of social relationships in the classroom.

Thus I began an experimental process ten years ago, in which I slowly integrated some of Moreno's philosophy and methodology into my work to improve social and educational outcomes. As I developed the roles of the psychodrama director in myself, I became more conscious of their expression through my role as teacher. The positive outcomes of my interventions in the class and school cultures prepared the way for the implementation of a conflict resolution programme based on mediation. I consciously applied sociometric principles to the organisational functioning of the school through my role as a staff member and noted the positive effect of these interventions. I was integrating my training to develop confidence and abilities in other professional areas, as well as in my personal life.

Amanda and Esme, whose wellbeing provided me with the personal motivation to develop my ideas, and to whom this work is dedicated.

So it has been a learning process, a gradual upward learning curve of research, experimentation and refinement. This thesis presents some of the outcomes of that process to date. I hope that the implications for educational programmes provide a good basis for ongoing discussion, and that the contents will be of interest and use to psychodramatists and educators.

INTRODUCTION

It was in the year 1923 when I set forth the dictum: "Spontaneity Training is to be the main subject in the school of the future" (Das Stegreiftheater,Berlin,1923:69). But its proper meaning is rarely fully understood. It is threatened by the possibility of being shoved away along with much that goes under the label "Progressive Education" (Moreno, 1946/1994:130).

Moreno is best known for his group therapeutic method of psychodrama. However, this is part of a larger body of theory and practice, encompassing a worldview about the very stuff of human relationships. The approach includes at least four strands of theory and practice. The most fundamental strand is sociometry, which focuses on the measurement and transformation of the interpersonal realm. The essence of sociometry lies in the idea that groups have an internal "unseen" life of their own and that this life is best understood by examining the choices members make at any moment with regard to each other (Fox,1987:xiii). Sociometry is implicit in the other genres such as psychodrama, where the individual psyche is the focus, sociodrama, where the life of the group is to the fore, and role training, where the purpose is the development of adequate functioning. I have trained in all of these methods, and integrate principles and techniques from all of them into my classroom practice. The term psychodrama is used to encompass all of Moreno's work, because that is the most established usage. It may appear that a psychological or "therapy" approach to teaching is being advocated. This is not the case. Moreno's theories and methods apply readily to the educational context as they do to other areas, such as organisational development. It is the particular purpose of the work, which informs the ways in which applications may be made.

Moreno's scope and vision was considerable. The place of spontaneity and creativity as propelling forces in human progress beyond and independent from all other known motives is central to Moreno's position. (Moreno, 1953:xv). As well, he advocated love, faith in our fellowperson's intentions and mutual sharing as a powerful, indispensable working principle of group

life. For him these principles would be the foundations of a superdynamic community of the future. In the education area Moreno maintained that reform work catalysed by Rousseau had had only superficial results. His critique centred on the psychology of the spontaneous state and the creative moment. In his view, the psychodramatic implications begun in an embryonic fashion in nursery school vanished the higher up the educational process one moved. This resulted in an adolescent confused in her or his spontaneity and an adult bereft of it. Moreno therefore called for the establishment of psychodramatic units within educational institutions (Moreno,1946/1994:144-145). He advocated that the objectives of learning and the treatment of personality disorders be met through the same procedure (Moreno, 1946/1994:137). His aim was, thus, the unification of all of the types of learning by the principle of spontaneity (Moreno,1949:7/195), a pedagogy based on the creative act. Much of the experimental work reported in the following literature review may be viewed as attempts by educators to make this vision a reality.

Many aspects of Moreno's work have already been incorporated into the mainstream of educational methodology, albeit not necessarily as he intended. It is now widely acknowledged that self-perception and social conditions influence a child's ability to learn. Role-play, groupwork, and cooperative and collaborative learning have become standard teaching methods in the modern classroom. Group dynamics is included in the core curriculum of many teacher-training courses. Moreno himself, however, is not widely known and remains largely unacknowledged as one of the original sources from which these approaches have been developed. The great promise of spontaneity theory and the sociometric movement in education, enthusiastically foretold by Moreno, Haas and others in the 1930s, 40s and 50s, has remained dormant. Its explicit applications are little known in educational circles in Aotearoa/New Zealand in the 1990s. I suggest two reasons for this.

Firstly, Moreno's work took a somewhat different direction from contemporary educational thinking. Concerted effort is therefore required to begin the integration process. The literature is characterised by extensive educational applications, mostly in America, spanning the years from

Moreno's formal initiation of the sociometric movement in 1934 to the present time. The question for me was how to continue this fine tradition. In what way would it be possible to unify learning by the principle of spontaneity within the framework of Aotearoa/New Zealand educational curriculum documents? The way forward, I reasoned, was to incorporate various aspects of spontaneity training, sociometry, sociodrama, psychodrama and role training into the repertoire of teaching methods and classroom management practices on an experimental basis. Over time a refinement has taken place which is often the way with experimental work. As understanding has deepened I have been able to analyse my practice with greater precision. Furthermore, in the process of writing this document I have been required to grapple with the implications of Moreno's ideas for a future spontaneity based education. A unification of the types of learning by the principle of spontaneity is some way off, but a sense of what this vision may imply in practical terms is gradually developing. Particularly pertinent in this regard is the issue of teacher training.

Secondly, many of the educational applications of Moreno's work have been initiated by enthusiastic educators who attended psychodrama seminars and then returned to their places of work to apply something of the psychodrama method. Whilst worthwhile, the work undertaken relied upon their individual expertise and tended to end on their redeployment. The theory and practice, being only partially understood by their colleagues and requiring a reasonably intensive training period in which the roles of the psychodrama director must be developed, tended not to take root. Moreno's ideas have thus not been explicitly main-streamed in education and remain novel outsiders.

With this in mind, I have attempted to develop methods informed by Morenian theory and which begin to integrate psychodramatic principles and techniques into classroom practice. Sociometry thus becomes an integrated method for managing classroom relationships so that a flexible and progressive classroom culture evolves. The repertoire of psychodramatic principles and techniques are absorbed into classroom practice and become part of a wide range of methods used to ensure learning is experiential and effective.

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This paper is presented in two parts. The first part, the literature review, is intended to acquaint the reader with Morenian educational writing and to locate this thesis in its historical context. The second part of the paper, focuses on the integration of psychodramatic principles and practices into the methodology and management in a primary school classroom. Three illustrative examples are presented. The first example focuses on the application of sociometry to the management of classroom relationships to create and maintain a fluid learning environment and thus enhance educational achievement. The second example illustrates how Morenian principles may be utilised to develop progressive learning roles in students. The third illustrative example describes psychodrama methods applied in a writing programme with young children to ensure effective learning. Implications for practice and for the possible future development of spontaneity based education are presented and discussed. The thesis closes with a conclusion, followed by an extensive reference section.

LITERATURE REVIEW

Introductory remarks

The literature review is presented in three sections. The first section deals extensively with the early experimental work in education up to 1949 when *Psychodrama and Sociodrama In American Education* (Haas,1949) was published, and is followed by a summary of contributions offered in the period following this publication up to the end of the 1960s. The third section reports on Morenian applications in education in the modern era, beginning in the early 1970s and continuing to the present time. It is acknowledged that this is by no means an exhaustive review of the literature available in this field. Such an undertaking would fill several volumes and require extensive and painstaking research, and texts presently unavailable to the author. Much of the material included is that which has been published in the journals specifically associated with Jacob Moreno. There are many other professional texts and journals containing relevant material, especially in the fields of social psychology and educational psychology. What is presented here is intended to encapsulate the main themes of the literature, with the purpose of demonstrating the extent to which spontaneity theory, role theory, sociometry, psychodrama and sociodrama have been employed by educators from the late 1930s onwards to address social development and teaching methodology, and thereby improve educational outcomes. The overall intention is to communicate something of the flavour of the educational "story" and place this thesis in the developmental context of Morenian educational thought.

The Early Experimental Work: 1934-1949

The publication of the first edition of *Who Shall Survive?* (Moreno,1934) had far-reaching consequences for the field of education. New ideas were taking shape amongst educators concerning the necessity of adequate emotional and social adjustment for educational achievement. Adequacy in social relationships was emerging as an important aspect of ensuring growth in the intellectual powers. Furthermore, in their peculiarly American way, many

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teachers were interested in developing citizenship in their pupils, in the interests of promoting the democratic ethos. Adequate social functioning had long been recognised as a necessary aspect of the healthy personality, from which the "good citizen" emerged. Social rejection and isolation worked against positive social participation and were therefore of concern in an egalitarian democracy. This was held to be so not only because of the consequences for the individual person, but also because of, in the words of one educator, "the potential dangers isolated individuals hold for a democratic society" (Northway,1944:10). The thorny issue of peer acceptability or non-acceptability and the relationship between selection-rejection and factors such as intelligence, socio-economic status and personality became, therefore, the focus of academic and practical interest. The ultimate goal was the improvement of democratic society. This carried forward the purposes for which Moreno worked. "The advancement of better human relations was the primary aim" (Moreno,1954:154).

Thus, in spontaneity theory, role theory, sociometry and psychodrama Moreno provided the theoretical foundations for experimental research and work undertaken by a generation of American educators in the 1930s and 1940s. Much of this work was published in the *Sociometry* journal or other publications founded by him. *Psychodrama Volume One* (1946/1994:130-152) includes a chapter on spontaneity training and education. Moreno located his first major research project in a school (Moreno,1934). He described how groups of educators were impressed by the achievements of students at the New York Training School For Girls as a result of spontaneity training (1946/1994: 132). From this we may conclude that educational applications, as well as psychotherapeutic ones, were always Moreno's intention. To go further, it seems that for Moreno categories such as psychodrama, role training, sociodrama, spontaneity training, action methods and even psychotherapy and education were pragmatic. They served the purpose of concept names as he moved towards a deeper understanding of creativity, spontaneity, and the sociometric nature of human society. In his view, these essentially artificial divisions would eventually fall away as the unifying power of spontaneity came to the fore.

Helen Jennings (1943) was one of the first to apply Moreno's theories in the educational field. In collaboration with Moreno, she studied the selection and rejection patterns among one thousand girls at the Hudson Training School For Girls in New York and published the results (Hare,1992). Howell (1942) went on to research selection-rejection patterns at university level. The resulting findings about the relationship between peer acceptability and non-acceptability and factors such as socio-economic status, intelligence, personality and interests prompted many new research projects. These aimed to explore the sociometry of learning environments and the factors which affect friendship preferences, and to comment on the role system involved in friendship formation (McLennan,1942; Smith,1944; Potashin,1946; Young,1947).

Bonney (1944), working from the North Texas State Teachers' College, engaged in a study to evaluate family size, socio-economic home background and intelligence as determining influences on social acceptance. Her conclusion: "Apparently the most important factor in social success is the kind of total personality which has attained the necessary social skills for winning satisfying responses from others. It is in this area of personality traits that research is most needed to determine not only the kind of traits needed, but also the kinds of learning situations and experiences necessary to develop them"(p38). Later research by Bonney (1946) focused further attention on factors which impact on friendship formation and, in particular, mutual attraction patterns.

A study by Kuhlen and Bretsch (1947) attempted to establish a relationship between the sociometric status of adolescents and perceived personal problems. They reported that those adolescents who were least accepted by their age-mates had reliably more personal problems such as poor social skills, unhappiness, lack of status, family dysfunctionality and dislike of school. In a similar vein Grossman and Wrighter (1948) concluded that high social status, good personality adjustment, better reading ability and higher intelligence were all factors in the positive sociometric position of children in a sixth grade class.

Shoobs (1947) successfully applied sociometric choice in a Brooklyn, New York classroom to teach social relationship skills with the aim of affecting behaviour and improving scholastic achievement. She used leadership development, social education, seating arrangements, committee appointments and promotions to establish desirable inter-relationships and to aid isolates and rejectees. She was interested in intervening in negative sociometry before it became entrenched and difficult to change. Especially pertinent to the present co-operative learning movement, was the way Shoobs applied sociometry to the formation of work groups within the class.

Studies in children's social development, acceptability and participation were taking place at the University of Toronto from 1939 onwards. A child's social acceptability test employing Moreno's sociometric methods is reported by Northway in a 1942 *Sociometry* journal. In 1944 Northway presented the outcomes of a two-year study of the personality patterns of children least acceptable to their age-mates. In other words this was a study of the social isolates, which could, in her view, compose 25% of a class. As a result of the project these children were classified into three sub categories on the basis of similar characteristics - the recessive child, the socially uninterested child and the socially ineffective child. Northway discussed treatment prognoses and plans for the children in the three categories. In a paper published in collaboration with Quarrington (1946), she offered a diagrammatical method for depicting sociometric status amongst grade school children. Then, in collaboration with Wigdor (1947), Northway studied the relationship between personality characteristics and disorders and sociometric status, and went on to construct techniques, based on sociometric analyses, which would develop adequate social participation in school children.

McClelland and Ratcliff conducted a groundbreaking study in Houston, Texas in 1947, premised on the belief that social adjustment is essential for success in academic achievement. Sociometric tests were applied to identify individual sociometric positions and the class' social composition. Personality weakness as revealed by pupil's self-assessment was discovered using a standardised measurement of personality. Analysis of the results provided the basis for planning sociometric interventions aimed at improving individual

sociometric position and group cohesion. These interventions involved directing students into leadership responsibilities, and dividing the class into row groups with a row captain in charge of each. (In the 1940s it was common for children to sit in rows across the classroom). The result of a final sociometric test administered several weeks later highlighted a greater distribution of social acceptance. McClelland and Ratcliff concluded that the sociometric measures and interventions had improved socialisation. They promoted these procedures as a way of selecting students for referral to guidance counsellors and to guide teachers in understanding and managing group/class behaviour. They hoped that teachers would be better placed, therefore, to develop a higher degree of social cohesion in their classes with the aim of promoting academic success for all students.

Cooper (1947) suggested the potential of sociometry in school administration. He emphasised how the basic social concepts of structures, stars, clusters, chains, key individuals and an operational as opposed to an official leader, could help administrators understand the social dynamics of school communities and classes. He also considered sociometry to be a valuable tool for administrators in learning to understand their own and others' personal motivations, especially in conflict situations where action for resolution was needed. Cooper commented that problems regarding interpersonal relations loomed large in the world, and that school administrators, in the business of enhancing human experience, need to take an interest in the research and applied possibilities of this method for exploring human organisation. "Deliberate, co-operative effort by school faculties to state standards for a desirable social structure and to maintain such a structure through a conscious application of a code of interpersonal relations should be undertaken to discover the effects on morale and productivity" (Cooper,1947:121).

Building upon these early studies concerning the relationship between positive sociometric position, adequate social integration and educational achievement, some educational researchers widened the field to include research on teacher effectiveness. For the first time the tele – the flow of feeling between individuals- operating between teachers and pupils in the interpersonal networks of the classroom became the subject of study.

A sociometric research project aimed at changing the structure of a tenth grade class tentatively reported moderate effectiveness of group management processes in changing sociometric structures (Cook,1944). The persistence of a tightly integrated clique, relative ineffectiveness of individual guidance and counselling and the lack of clarity regarding the teacher's role were all noted.

Bonney (1947) reported a further sociometric study that aimed to highlight a wide discrepancy between student choices and teacher judgements. High school teachers were deemed to be poor judges of sociometric status of their students. Bonney hoped that the outcome of her study would aid teachers to make a more accurate diagnosis of peer acceptability amongst their students.

Haas (1947) was one of the first educators to measure tele factors between teachers and pupils and offer the results to suggest improving teachers' ability to communicate effectively with their students. He concluded that tele factors operated between teachers and pupils as well as between classmates. The resulting attraction-rejection patterns, which categorise the interpersonal structure of the whole class, might be taken as an index of the kind and degree of "communication" present in the learning situation. The more positive the interaction in the total group, the more dynamic the communication and the sounder the learning. Self evident in 1998 perhaps, but groundbreaking in Haas's day. In his view, pioneering studies that used psychodramatic phenomena to focus on the teaching-communicating-learning process would reveal new knowledge about learning. The psychodramatic role process - co-being, co-action, co-experience - provided a parallel for a truly democratic enterprise whereby students seek co-operative interaction as a basis for their learning. Haas also alluded to the warming up process as having implications for learning theory, which were more meaningful than the older concept of motivation.

The use of sociodrama, psychodrama and role-play was also the subject of experimentation. As early as 1944 the *Sociometry* journal reported the use of "psychodramatics" in a Brooklyn public school to treat a class of maladapted special needs boys (Shoobs,1944). Shoobs speculated that if such a programme were carried over the entire educational period the school might become a real factor in progressive personality adjustment.

Zander and Lippitt (1944) successfully experimented with role-play, or what they called "reality practice," as an educational procedure in college classrooms. They encouraged the trend towards using actual group experiences as a functional basis for teaching, recognising the necessity of teaching skills and attitudes rather than items of knowledge. They paid attention to the inter-personal relationships between classmates and the creation of a group social and emotional atmosphere for effective learning. What they presented is essentially a sociodrama with attention to specific role training. In the same journal Hendry (1944) describes the successful use of sociodrama in community education programmes.

Ward-Kay (1947) experimented with the use of role-play as a teaching aid in nursing training. She concluded that all the instruments of psychodrama had comparable functions in the teaching process and were particularly pertinent in assisting with the application of theory to practice.

Similarly, Thrasher and Kerstetter (1947) suggested that the greatest challenge to education lay in the transition of knowledge to action. They had applied sociometric tests to aid the discovery of social forces that impinge upon students at university level. Their objective was to promote effective use of the social world to develop citizenship and community reorganisation.

Others reported projects in elementary (primary) schools, where role play and sociodrama were being trialed as teaching and learning methods to explore and resolve sociodramatic questions of concern to children, to improve inter-cultural relations and to role train for adequate roles in social situations (Brunelle,1949; Cole,1949).

Shaftel and Shaftel (1949) describe a method that they devised, in which unfinished stories focused on social concerns of great relevance to children - the sociodramatic question - were presented. Students would then be invited to participate in role playing the story with the purpose of exploring satisfying endings - the sociodrama. They concluded that sociodrama "offers the understanding teacher a wonderful opportunity to act as a mediator between the child and the culture, helping the child to express and understand his own impulses and needs at the same time that he explores the demands of the

culture"(p64). Children were thus assisted to either find socially acceptable solutions to their problems or to reconcile themselves to the realities of their situations. The authors reported improvements in children's insights into problems.

Moreno had visited Stanford University in the summer of 1945 and demonstrated psychodrama as a technique for working with groups, to an inter-cultural education workshop. "The Inglewood Project For Evaluating Pupils' Social Skills" (Haas,1949) appears to be an attempt to apply some of what Moreno taught to an American junior high school. It was a comprehensive attempt to combine sociometry and sociodrama to enhance the social development of students, parents and teachers. Dr. Robert Haas was chief trainer and consultant to the project. The construction of sociometric tests, sociometric guidance, sociodramatic exploration and semantic analyses - the use of language - were taught by Haas and employed by teachers. The main purpose seems to have been the growth of more efficient and effective human communication, not just because it enhances educational achievement, but also because social development is an aim of education in its own right. A sense of the enormous potential of Moreno's methodology for human social evolution shines through in this report. Calling himself the school sociatrist, Haas also worked as the teacher director of a psychodramatic unit established at the University School at Columbus, Ohio, during 1945-47 (Haas,1949). Haas seems to have understood Moreno's theories and embodied Moreno's vision to an exceptional degree, and been able to inspire experimental work amongst educators wherever he worked.

Many other articles appeared at this time, including reports on the use of Morenian methodology in adult Spanish classes (Short,1949), college communication classes (Murray,1949a), community and college projects seeking help with sociodramatic questions and counselling initiatives (Hansen,1949; Harshfield & Schmidt,1949; Lackey,1949; Nielson,1949; Torrance,1949; Williams & Folger,1949), inter-cultural communication projects (Murray,1949b), Moreno's living newspaper in senior high school classes (Cook & Treglawny,1949), nurses' training (Moreno,F,1949), philosophies of education (Levy,1949; Raths,1949), teacher training

(Boorman & Springer,1949), the role of the principal (Flowerman,1949) and vocational guidance (Goodspeed,1949).

The May 1947 issue of *Sociometry* was edited by Bonney and devoted to the field of education. Two years later, in 1949, Haas edited and Beacon House published *Psychodrama and Sociodrama in American Education*. Although a substantial hardcover book, it was presented as an issue of the quarterly journal *Sociatry*. These two publications represent major attempts to bring together some of this experimental work in the application of psychodramatic concepts and sociometric techniques to education.

It was Haas's intention to present Moreno as one of America's great educators. "Moreno, the teacher-therapist, has been a deep student of educational philosophy and psychology. He has been, both directly as well as indirectly through his students, an equally profound contributor to educational theory and practice and the pioneer of systematic *training* in human relations" (Haas,1949:ix). Haas's contribution was to provide an overview and summary of Moreno's educational writings from 1914 to 1949. This was presented as ten principles, quoting Moreno directly (Haas,1949:ix-xii), and helped to shape thinking about the processional nature of learning.

In the May 1947 issue of *Sociometry* Haas had called for the Morenos to turn their attention to "an elaboration of the theory of emotional learning presented in 'The Spontaneity Theory Of Child Development' (Moreno & Moreno,1944) and make available to the classroom teacher a clearer picture of this dynamic process" (Haas,1947:208). This call was answered in *Psychodrama and Sociodrama in American Education* (Haas,1949:3-8/191-196). Moreno contributed a revision of his experimental method in science and the philosophy of education that he entitled "The Spontaneity Theory of Learning." It is this that embodies the vastness of his vision and the gems of his thinking about the central place of spontaneity - adequate and disciplined, productive and creative - in the learning and development of an individual. Moreno's dream was the unification of all types of learning by the principle of spontaneity. For him arbitrary categories such as psychotherapy or education, as discussed earlier, would eventually become irrelevant. By way of illustration, Zerka Moreno (1958) presented Anne Sullivan's famous and

successful work with Helen Keller, as an example of the use of spontaneous learning "in situ" versus "learning the academic way".

Haas (1949:232-241/420-429) also provides the most comprehensive attempt to summarise the outcomes of the experimental educational work taking place in America. The purpose had been to explore the usefulness of sociometry in education, to determine from the point of view of a practising educator the applications and limitations of Morenian methods, and to assess in what ways and to what degree these practices may be expected to enrich the process of education in a democracy. He concluded that the results of the many exploratory projects demonstrated that psychodramatic and sociodramatic techniques could make a valuable contribution to education, representing the most democratic learning situation yet developed for the classroom. In other words the action approach was in most cases pedagogically effective. In his view sociodramatic methods extended the traditional one way communication process to a more inclusive one which was primarily interactional in character. In such an interactional learning situation teachers and pupils "earned" their role status through the quality of the communication in their interpersonal relations. Teachers were freed from their historical authoritarian role and given more flexible roles, either indirective or interactive depending on the form of production. Pupils were freed from the traditional subordinate role status and stimulated to become active, interactive, and self directed. Using the role as a measurable unit of behaviour, teachers could advance their ability to "read" their students clinically and in a variety of situations. As well, they were in a position to assist students to "read" themselves and others. The self-other evaluation process, the catalyst of which is role reversal, had the potential to liberate the teacher from traditional roles for more creative ones, in which motivation for insight and change is taken on by students and between students directly. Teachers, by utilising the process-analysis with students were in a favourable position for evaluating their own roles in the educational situation.

Haas also commented that sociodramatic and psychodramatic techniques in education lent themselves most effectively to personal problem situations involving unresolved conflict between parents and children, pupils and

teachers, and classmates. He also advocated psychodrama for general social situations involving lack of social skills or prejudice and for freely structured situations, either drawing on known social roles - living newspaper - or on purely role enactments - impromptu drama. He noted that role reversal and auxiliary ego production techniques were most consistently useful for producing self-other evaluation in students and teachers. In Haas's view sociodramatic methods were most effective and applicable when the exploratory diagnostic, training, re-training, and therapeutic phases occurred simultaneously in a session.

Commenting further on the practicability of Morenian methods as an educational tool, Haas noted that attitudes towards human relationships proved to be the area of personality most affected. Sociodramatic production had stimulated, in the natural setting of the classroom, the kind of personal growth and social adjustment that had previously been sought in remedial and clinical settings. In his view, however, the method in its present stage of development seemed a limited vehicle for intensifying subject matter learning. It seems that Haas was already considering how this area might be expanded and he called for significant studies to be undertaken to reveal the relative effectiveness of sociodramatic techniques in both the instructional and guidance areas. He did conclude, however, that Moreno's methods had wide application across the whole range of educational classes from elementary school to university and adult populations. He noted also that miniature forms of each of the psychodrama genres seemed more effective and manageable in classroom situations than the "classical" forms described in the literature. He outlined the forms, techniques and levels of production available to the teacher and specified the purposes for which each was intended. He also called for teacher training institutions to provide instruction in Morenian methods. Although written in 1949 these guidelines continue to be relevant today.

Educational Applications Continue:
The Late 1940s to the End of the 1960s

From the late 1940s and throughout the 1950s and 1960s experimental work by teachers continued to be reported in the *Sociometry* journal and elsewhere. By the 1950s Northway had set up a school at the Institute of Child Study in Toronto to study and improve children's social development as one aspect of their mental health, and was developing individual cumulative sociometric files on each student (Northway,1954). In 1957 she published a sociometric guide for teachers. The June 1958 *Group Psychotherapy* journal was devoted to educational articles, again under the editorship of Haas.

Much emphasis was placed on investigating the sociometry of educational classes. Hare (1993:xi-xii) has pointed out that the 1950s were the high point for sociometric research, with many schools "boasting" a sociometrist on their staff. Some researchers presented projects that attempted to investigate and comment on different aspects of sociometric structures such as direction, intensity, constancy and stability. Some of these focused on the spatial aspects of interpersonal relationships while others examined temporal developments (Bassett,1944; McKinney,1948; Powell,1951; Hallworth,1953; Bonney,1955; Speroff,1955). Many studies sought to build on the earlier work in seeking to identify, explain or effect factors which influence sociometric choices, such as nationality, race, gender, age, socio-economic status, mutuality of friendships, leadership position, cliques, emotional expansiveness, personality, social competence, intelligence, family size, inadequate role development and mental health (French & Mensh,1948; Lundberg & Beazley,1948; Lundberg, Hertzler & Dickson,1949; Weber,1950; Baron,1951; Kidd,1951; Wardlow & Greene,1952; Bonney, Hoblit & Dreyer,1953; Dahlke,1953; Mill,1953; Marks,1954; Northway & Detweiler,1955; Thorpe,1955a,1955b).

Murray (1953) researched sociometric choice amongst intellectually disabled children and concluded that stability of interpersonal relationships was a crucial factor in understanding and treating behaviour disorders. There were sociometric studies of racial attitudes amongst children (Radke, Sutherland & Rosenberg,1950) which pointed to the need for preventive inter-cultural

education from an early age. Mouton, Bell and Blake (1956) established a positive link between high sociometric peer status and role-playing skill and Maginnis (1958), a correlation between sociometric position and non-verbal behaviour. The influence school sociometry had on injury proneness syndrome was also investigated (Fuller & Baune, 1951).

Applied sociometry projects were reported, addressing many areas of concern: collection of sociometric data (Keisler & Zeigler, 1958), emotional and social adjustment (Forlano & Wrightstone, 1951), frustration levels (Coons, 1957), inclusive learning environments to improve educational participation and attainment of all students (Amundsen, 1954; Leveridge, 1957; Tanaka, 1961; Lyles, 1967; Morgan & Nussel, 1967; Newmark & Garry, 1968), social leadership and democratic action (Zeleny, 1950; Todd, 1951; Gold, 1962), social relations theories of Jean Piaget (Meister, 1956) and the teaching of group dynamic psychology (Semrad, Arsenian & Standish, 1957). Efforts continued to be made to use sociometric measures to ascertain the accuracy of teachers' judgements concerning the sociometric status of their students and to explore the phenomenon of teacher preference (Teele & Schleifer, 1966). As a result of his research, Gronlund (1950, 1953) called for increased emphasis on sociometric training in teacher training institutions and further research to reveal those behaviour characteristics that affect teacher-pupil adjustments. The employment of sociometric data to predict the suitability of teacher candidates was advocated (Sorenson & Satterlee, 1958), as well as the need for regular training in role play, group dynamics, group process and sociodrama (Beaman, 1955; Loring, 1958) and spontaneity training for teachers (Otto, 1962). Beaman (1955) also called for a review of the curriculum objectives in terms of social processes.

A proliferation of articles describing a variety of applications of experiential learning, improvisation, role playing, psychodrama and sociodrama in education is noted in this era (Weise, 1952; Brunelle, 1954; Kean, 1954; Lippitt & Clancy, 1954; Nichols, 1954; Whitman, 1954; Blake, 1955; Bogardus, 1955; Kelly, Blake & Stromberg, 1957; Heimbach, 1959; Knepler, 1959; Carter, 1961; Mouton & Blake, 1961; Wells, 1961; Dix, 1962; Fein, 1962; Wells, 1962; Westendorp, Abramson & Wirt, 1962). Fink (1962) drew attention to the

implications for education of Moreno's use of 'starters' in the warm up to a learning process. His findings continue to have application today.

The Modern Era: 1970s-1990s

In reviewing the early literature I have been struck by the depth of understanding and breadth of vision displayed by those pioneering American educators. The potential of sociometry, sociodrama and psychodrama for educational success was being realised or was implied in their experimental work and research. Other educators have followed their early example, applying Moreno's theories in a variety of educational settings from the early 1970s up to the present day. The work of more recent decades, however, has not been characterised by the fervour of previous years, and much of the early promise of the sociometric movement has tended to lie dormant, waiting perhaps for modern day educators to take up the mantle "en masse".

Shaftel and Shaftel continued their earlier work, publishing two books focused on the use of role play in the development of social values (1967) and role playing as a teaching method in the curriculum (1982).

Significant in the modern era is the work of Hollander and Hollander (1978a), working from the Colorado Psychodrama Centre. The Hollanders put forward the notion that maximum learning occurs when all our facilities are fully involved, and when we are able to utilise life experiences to incorporate new knowledge. They demonstrated practical role-playing and sociodramatic enactments to help children learn core subjects, thus answering Haas's call for the promotion of Moreno in subject matter learning. They placed great emphasis on role reversal as being crucial in the learning process. Their particular concern was that unless experiential learning took place for each individual, classroom education became merely a process of information delivery, rote learning and examination "regurgitation".

In another article, Hollander and Hollander (1978b) highlighted the classroom isolate, that child recognised by most teachers as always chosen last in team selections. They made the important point that isolates and rejectees will

devote more energy to network linkage than to learning, and that this might often take the form of disruptive behaviour. Thus isolated and rejected children have power to interfere with, but not to contribute to, classroom creativity. Hollander and Hollander demonstrated how sociometry provides a structure to systematically measure the interpersonal networks within the class and identify the social "winners and losers". They advocated that teachers observe the emerging sociometry in the class and then act to integrate isolates and rejectees, by linking them to sociometric stars for learning tasks, by acting to integrate new students effectively, and by arranging seating to facilitate a flow of communication and co-operation. Total class cohesion thus becomes an indicator of an atmosphere conducive to learning. Hollander and Hollander also argued that the loss of class control, described and feared by teachers, is an active movement on the part of students to reveal existing social networks, to develop new networks and indirectly to test their linkages with each other. Although the school system assigns official authority to the teacher, there is no guarantee that children will reciprocate in assigning or confirming that power. As well, they maintained that identity, self esteem, spontaneity and creativity are all directly affected by a person's position in the social environment. Drawing on Moreno's social atom theory (1937), they developed the concepts of the psychological social atom, the individual social atom and the collective social atom to develop the notion that individuals must have a specific number of people to whom they meaningfully relate in order to experience their creativity and power. For Hollander and Hollander, the classroom provided an excellent context in which to further examine and work with individual and collective sociometry.

Worth mentioning also is the work of Attschuler and Picon (1980) at Saint Elizabeth's Hospital in Washington, one of the important centres of psychodrama development during the 1960s and 1970s. They pioneered the social living class with the purpose of creating a positive climate in the classroom that is conducive to good mental health. The class was structured along the lines of a classical psychodrama or sociodrama session with the aim of increasing spontaneity by broadening pupils' and teachers' perceptual

framework. The overall aim was to further the realisation of Moreno's vision of the unification of all types of learning by the principle of spontaneity.

Psychodrama as a Teaching Method (Williams,1975) was one of the earliest theses presented to the ANZPA Board of Examiners. It focused on psychodramatic techniques that were used as a teaching method in an Australian secondary school. The areas covered included role training for conflict situations, job interviews, social skills, creative writing and spontaneity training. Williams drew attention to the difficulty of warming up high school students to spontaneity and creativity after many years of traditional schooling had led to a high level of defensiveness. By implication, she thus highlighted the importance of progressive practices in the early years of children's school experience. In a similar area Schonke (1975) suggested that the present educational concept is one-sided and that this deficiency is demonstrated in the "interpersonal barbarism and neurotic isolation phenomena of youth and young adults". He used psychodrama in a teachers' college to assist in the development of social and interpersonal abilities.

The application of Moreno's ideas to special needs education has become something of a trend: Bell and Ledford (1978) on the effective use of sociodrama to change the attitudes and maladaptive behaviour of schoolboys, Schlanger & Birkman (1978) on role playing to elicit language from hearing impaired students, and Simeonsson, Monson & Blacher-Dixon (1979) on the use of sociodrama to promote social competence in exceptional children. Sprague (1991) presented an inspiring account of how young people with Downs syndrome and autism were assisted to develop by the use of psychodrama and art. Sprague reports psychodrama sessions that were aimed at raising the self-esteem and confidence of the young students and addressing the issues which arise as the result of disability.

A variety of sociometric projects to improve education were contributed in this era (Hutton & Polo,1976; Pack & McCaffrey Jr.,1976; Eaton, Bonney & Gazdo,1978; Adams & Roopnarine,1994; Hagborg,1994; Dunstone & Zea,1995; Guldner & Stone-Winestock,1995). Yates (1976) called for the rediscovery of classroom sociometry to replace the contemporary emphasis on individual psychological treatment. In research presented in 1986, Goltlieb,

Leyser & Schmelkin returned to the topic of teachers' perceptions of children's sociometric status. They focused on the effect of social rejection during childhood and demonstrated how it is related to psychological problems later in life. They urged early identification of socially isolated children, maintaining that rejection usually occurs early and continues over time if left unattended. Sociometric methodology applied in educational settings was the theme issue for the Spring Volume of *Journal of Group Psychotherapy Psychodrama and Sociodrama* in 1994. Johnson, Ironsmith & Poteat (1994) added analysis of social networks to other sociometric procedures to gain knowledge of the temporal consistency of sociometric status and role.

Other work focusing on the educational applications of Moreno has been contributed by Torrence (1970) - encouraging creativity in the classroom, Torrence and Myers (1970) - advocating creative teaching and learning, Ferinden (1971,1972) - outlining methods to modify aggressive behaviour, Shearon and Shearon Jr. (1973) - identifying the benefits of Morenian theory and practice in schools, Moskowitz (1975) - demonstrating role-playing in teacher education courses to ensure that concepts taught are translated into actual behaviour, Roark and Stanford (1975) - attempting to establish role playing as a serious method of learning in its own right rather than as a tool for adding variety to the curriculum, Parry (Bonner,1981) - working with teacher trainees to enhance teaching and learning, McKimmie (1985) - proposing the use of sociodrama in health education and Lee (1991) - using sociodrama and sociodramatic games to address the issues of self-esteem and human relationships in schools.

On the subject of psychodrama in teacher education, Carroll (1977) and Carroll and Howieson (1979) discussed ways in which the personality characteristics of the teacher are more enduring than teaching methods and approaches. They emphasised the influential and formative effect of a positive socio-emotional classroom climate on learning, recall, and future attitudes to learning, and thus advocated that an appropriate experience, which produced personal growth in teacher trainees, would have positive effects on student achievement. They also emphasised the timeless axiom in education that

experiential learning is the most enduring. Leyser (1979) advocated effective in-service training to encourage teachers to make greater use of Moreno's role-playing methods.

In 1973 Shearon and Shearon Jr. wrote that Moreno's concepts of warm up, spontaneity, spontaneity training, creativity, tele, sociometry, social atom and role reversal could all be successfully utilised in the school, and could indeed revolutionalise educational institutions. "The school, functioning as a social agency, has access to the main population and through the development of creativity, spontaneity and group work could provide preventative treatment as well as a self-actualising environment and thereby create a totally new psychodrama community" (p47).

Concluding Remarks

It has been the purpose of this literature review to highlight and describe the large body of Morenian work in the education sector, and thus to anchor the present work in an appropriate historical context. This thesis is intended to build on the work of earlier educators and indebtedness to them is acknowledged. The paper is offered in the same tradition of inspired applied research and responsible experimentation, with the purpose of furthering the educational integration of Moreno's work.

INTEGRATING MORENIAN PRINCIPLES AND PRACTICES IN LEARNING PROGRAMMES AND CLASSROOM MANAGEMENT

Introductory Remarks

It was Moreno's view that the spontaneity school of thought led to a form of learning that could facilitate a greater unity and energy of personality than heretofore had been accomplished by other educational methods. "The primary objective is the training in spontaneous states and not the learning of contents. Emphasis upon contents results in the split of the individual into an *act* personality and a *content* personality" (Moreno,1946/1994:138). Moreno hypothesised that this emphasis on content learning caused separate act and memory centres to develop in the brain. The process he describes is complex and beyond the scope of this paper, but in essence resulted in a lack of integration of factual knowledge into the active personality of the individual. Knowledge would remain undigested, unabsorbed by the personality and therefore its full influence upon the person's activity and judgement would be hindered. Learning while warmed up to a spontaneity state rectified this situation by ensuring the integration of the learnt material into the personality of the learner. Moreno therefore advocated the unification of learning - both educational subject matter and personality development - by the principle of spontaneity. The continuous creativity of human beings was thus assured.

Also central to Moreno's work was role theory and the concept of role. Role theory was developed as an attempt to transcend what Moreno called "the limitations of psychoanalysis and behaviourism" and to map out a systematic investigation of social phenomena. The concept underlying this approach is the recognition that we are role players, characterised by a certain set of roles that dominate our behaviour. These roles are present in us in different stages of development, ranging from absent, extinguished or embryonic to partially developed or fully developed. The function of a role is to enter the unconscious from the social world and bring shape and order to it. From the inter-play of roles – psychosomatic, social and psychodramatic – the self emerges. Thus a role may be defined as the actual and tangible forms which the self takes in any moment. Moreno differentiated between role-taking,

where a role is fully established and does not permit individual variation, and role-playing in which an individual brings her or his spontaneity to the role thus providing variation and creative intent. Every culture is characterised by a certain set of roles that it imposes with varying degrees of success upon its members. Thus role is the unit of culture but ego and role are in continuous interaction. (Moreno in Fox,1987:61-63)

Moreno's theories, and the techniques he developed to apply them, may be selectively integrated into the teaching and management repertoire of the classroom teacher to enhance learning. This thesis will be developed within the context of illustrative examples taken from my work in a primary school classroom in Aotearoa/New Zealand. In the following three sections the use of Morenian principles and practices to create a progressive classroom culture, to develop progressive learning roles and to facilitate effective learning will be presented, analysed and discussed.

The Training and Standards Manual of the Board of Examiners of The Australian and New Zealand Psychodrama Association (1993), sets out the detailed requirements for training and certification as a psychodramatist. In the section, which outlines the requirements for professional identity, the manual states that a strongly developed teacher-educator role must be integrated into the role of the psychodrama director (15h, p18). The successful implementation of the ideas presented in the main body of this paper rest to some extent on a reversal of this requirement. Although the identity of a psychodrama director is not necessary, well-developed psychodramatist roles integrated with the roles of the teacher is a requirement. Particularly relevant are the roles of *the producer, the social investigator* and *the systems intervener*. These role descriptions have been developed from Moreno's original prescriptions of *the producer, the analyst* and *the counsellor* (Fox,1987:15).

The role of *the producer* includes a range of roles. These are the *creative artist* who is able to produce the work in such a way that it is aesthetically pleasing, ties in all the elements of the class members' concerns and produces a catharsis of integration; *the spontaneous actor* who is willing to take roles which will facilitate the work of the class and the production of the action; *the*

wise person who appreciates areas of meaning and values and takes an overview of the situation; and *the magician* who maintains an element of surprise or intrigue in the work. *The social investigator* involves the role of *the naive inquirer* who is able to maintain an open attitude of enjoyment in discovering alternative views of life; *the observer* who watches and records accurately what is portrayed as people enact the life situation; *the systems thinker* who relates all information to a systems model which sees all elements as dynamic and changing; *the objective analyst and theorist* who analyses all observed data using role theory and other relevant sociological theory and experience; and *the sociometrist* who is able to analyse the class structure constantly using tele relations in the group. *The systems intervener* includes a range of seven roles. These are *the clarifier of group and role warm up* who uses warm up techniques to facilitate and then maximise a group concern; *the maximiser and concretiser* who maximises and concretises expressions of roles to produce a larger than life situation; *the conflict resolver* who has strategies for handling conflict; *the model* who enacts behaviour in the group which is relevant to the issue and helpful in demonstrating new solutions to old situations; *the coach* who assists in the learning of new roles by giving words or actions which are appropriate; *the role trainer* who sets out behavioural goals for an appropriate new role and trains the protagonists in these behaviours by setting up situations relevant to learning goals; and *the believer in the creative genius* who believes in the positive movement of people towards actualising creative potential (The ANZPA Board Of Examiners,1993:17-18).

Illustrative Example One: Facilitating A Progressive Classroom Culture

Most of us have thought of reading books, signs, music and the formulae of mathematics and science. But reading people, things, situations or relationships may be a relatively new idea. Reading the cues of behaviour in specific life situations, however, gives us the primary data for a science of human relations. As we learn to read the

role playing of ourselves and others, our aims, our attitudes, our aspirations, and our warm up to interacting to achieve what is important to us will become more concrete (Haas, 1947:240).

Introductory Remarks

Teachers in New Zealand have become experts at facilitating accomplishment in curriculum areas such as oral language, reading, writing, mathematics, science and the arts. Although social development has come to be regarded as an essential part of a child's education, its occurrence has been presumed rather than planned. Thus for the most part social education is expected to just "happen" within the general classroom programme. And to a large extent, for many children, it does. Those children who come to the notice of the classroom teacher for deficiencies in social development are usually referred to special needs programmes for individual help, or special programmes are set up within the classroom to assist a "problem student". There is a focus on the individual child, whose limited social ability and low social acceptability is often expressed through, and then noted as, "bad behaviour". Thus the role clusters - *behaviour problem / naughty child* - develop in the class and are carried by particular children. Systemic analysis to help in understanding this phenomenon has been under utilised. McClelland and Ratcliff (1947:147) commented that "teachers' plans and efforts have been thwarted because pupils who started school so eagerly and with such well meaning intentions have been frustrated in their efforts to learn by a feeling of not belonging. Many of these pupils have dropped out of school and a far larger number who remained in school have not done well. Good teachers have always tried to help their pupils fit the social milieu of which they are a part, but their methods have been trial and error because no one has shown them a method that they might use". In recent times this situation has been addressed on an ad hoc basis through the implementation of social skills or life skills programmes in schools. Again, however, there is a focus on individual skill-based learning. The sociometric implications are poorly understood, and recognition of Morenian theory is absent.

"Moreno believed that our social world, what he came to call the social atom, was highly significant to our sense of well-being. In a constantly shifting pattern, we reach out towards or reject individuals in our social atom, and they do the same towards us" (Fox,1987;xv). In Moreno's view, a positive and supportive set of relationships in the social atom is a necessary component for an individual to achieve a high degree of spontaneity and creativity in life. A low sociometric position leads to isolation and therefore a loss of creative potential. Much of Moreno's work was directed toward improving the position of the isolate in society. Applying this thesis to educational enterprise, Haas coined the phrase "social literacy" and identified two reasons for its addition to the core curriculum. Firstly, in his view, a progressive social environment was an essential prerequisite in reducing under-achievement in educational attainment and promoting adequate achievement. Secondly, to take seriously his own call (1949:241-429) for the promotion of democratic human relations, a citizenry must develop adequate problem solving, flexibility, kindness and courtesy. Thus conflicts would need to be negotiated from a higher level of skills than presently existed. The ability to role reverse – experience the situation from the other's position - is essential for any lasting resolution in human conflict and this ability has its origins in social learning. These purposes remain relevant in the present educational environment and are in accordance with the aims for essential skill development as set down in *The New Zealand Curriculum Framework* (Ministry Of Education,1993:17-20).

In his book *Effective Group Leadership* Max Clayton (1994:13) maintains that a group meets in order to achieve certain goals. The group leader's function therefore is to facilitate the development of a group culture within which the group members are able to do the necessary work to achieve those goals. This principle is applicable to the leadership of any group, including a group that has been formed for educational purposes. The requirement in my work was the facilitation of a classroom culture, in which the effective development of skills, attitudes, and knowledge as set out in official curriculum documents, could take place. Clayton also suggests that a wide range of different means may be developed for group leaders to assist in the

effective accomplishment of the work of the group. This first section of part two of the paper, focuses on the utilisation of Moreno's sociometry to facilitate adequate social development and to promote positive classroom relationships. The results noted in my work have been the emergence of a progressive classroom culture or learning environment, and thus the enhancement of educational achievement.

A Sociometric Analysis

Moreno stated that sociometry aimed to determine objectively the basic structure of human societies (Fox,1987:20). It involves the study and measurement of social relations - the "groupal" and structural dynamics in any community, group or class (Moreno,1956:17; Clayton,1989:59). Sociograms may be used to record the patterns of social relations. These are the positive, negative or neutral feelings flowing between people in a group or children in a class. The sociometric term for this is tele - the projection of feeling, in the here and now, into space (Clayton,1989:61). Transference is often involved in the phenomena of projection, however, interfering with the chances of positive two-way tele developing. A person's feeling towards another may not originate solely in the present situation, and may not really be deserved by the person onto which it is being transferred. This feeling may originate in a previous relationship. If that relationship involves conflict, the transferred feeling will most probably be negative. It is this negative transferred feeling which may form one basis of dysfunctional group process and, in the case of school children, fragmenting classroom relationships.

Some children in the class will be highly chosen by others - the positive stars or stars of acceptance. Other children will be significantly under chosen. These are the negative stars, or stars of rejection. A few children will be completely neglected - the isolates. Clayton (1989:63) maintains that the true isolate does not choose and is not chosen at all. A few children may form isolated dyads choosing only each other and remaining separate from the rest of the class members. A subgroup of children, who choose only each other and exclude all others, is called a clique. As well, certain children may have a position in the group whereby they act as links. These pivotal members

become obvious when they are chosen by children from two different subgroups or are chosen by all the positive and negative stars. These children often place value on both sides and act as neutral ground for relating. They are central to the development of positive and functional sociometry in a class.

In accordance with the educational trend towards collaborative learning approaches, I frequently directed my students to choose partners or organise themselves into small work groups. As many teachers have done, I noticed the group dynamics emerging in the class. Through directions such as "choose a partner for folk dancing, pair up for walking, choose a reading buddy, form a buzz group, make groups of four for project work", the classroom sociometry was revealed publicly, and often painfully, on a regular basis. Some children were highly chosen while others were under chosen. The isolates stood alone. The dyads chose each other. The pivotal children attempted to straddle the emerging gulfs. A tone of anxiety and fragmentation developed. Coping systems were engaged. Chaos threatened. It seems self evident to comment here that class cohesion was reduced. I, like many teachers, made attempts to intervene in these regressing group dynamics by suggesting certain pairings to children, or by asking the pivotal children to pair up with isolates and negative stars. However, having little theoretical background in sociometry and group process at this time, my attempts to effectively assist in the management of children's relationships were largely unsuccessful.

The resulting lack of cohesion compounded over time and was expressed by particular children through a range of fragmenting behaviours. Certain roles - *the reluctant chooser, the self-important clique leader, the frightened clique seeker, the rejected victim, the anxious participant, the withdrawing isolate, the village idiot* - cemented themselves into the classroom culture and seemed difficult to change. The class learning environment was thus characterised by exclusivity, harshness, low risk taking and high anxiety. In my view, under achievement of group goals was a consequence. I hypothesised that the educational attainment of children, especially those whose experience of the sociometry was negative, was reduced. Furthermore, the growth of social literacy in each student was not attended to in a planned or systematic way. The curriculum goal of social development remained, therefore, poorly met.

As the literature review highlighted, sociometric measurements and techniques have been used by educators from the late 1930s onwards to intervene in the social dynamics of a classroom. The purpose was to positively impact on self-concepts, social literacy and enjoyment of school, and thus facilitate a higher level of educational achievement. I was particularly struck by the remarks of Shoobs (1947,154-164). Commenting on the positive behavioural and scholastic results of applied sociometry in a Brooklyn, New York public school classroom, she pondered how children might develop flexible and functional roles if exposed to sociometry from kindergarten levels. The implication was that a progressive learning culture would emerge. With the incorporation of sociometric analysis into classroom management practices the sociometric structures of star, victim, isolate, clique and dyad, which led to behaviour problems, need not develop and "attach" themselves to certain students. The development of fragmenting roles would thus be impeded and the development of progressive roles promoted. Specific planned sociometric interventions would be unnecessary in the absence of an entrenched regressive sociometric system. Behaviour problems need not arise to any large extent, and the class work can be fully focused on the teaching and learning programme. This was my thesis anyway. Clayton's contention (1994:18) that the sociometric structure of any group has a bearing on the amount and quality of the learning firmed up my resolve to put soundly based sociometric practices into place in the classroom. This could be called, perhaps, sociometric classroom management. The aim was to facilitate and maintain a fluid and progressive sociometry, and a high level of social literacy in my students. Overall, I was interested in how a well functioning sociometric structure could contribute towards a positive classroom culture over time, so that educational goals were highly achieved. New entrant pupils arriving from kindergarten would thus enter an established expansive learning environment. In my view this approach had the potential to build children up and ensure that their experience of school was positive. Thus, the school might make a significant contribution towards progressive role growth and the enhancement of spontaneity in each child, as well as achieving its more precisely prescribed educational objectives. These ideas linked well with

Moreno's vision of an educational ethos built on the unifying power of spontaneity.

Warming Up To Progressive Roles

If you stand at the gate of any school and watch children arrive in the morning to begin their school day you will immediately notice the wide range of warm ups with which they come. I noticed that many of the children I taught arrived at school already warming up to a day of activity and learning. These children walked in with an air of expectancy and purpose. Then there was the other group, the potential stars of rejection, the isolates, the victims and the behaviour problems. They arrived at school warmed up to a range of fragmenting roles. There may have been trouble at home - early morning television watching instead of preparation for school, uneaten breakfasts or no breakfasts, impatient parents, sibling arguments, mislaid homework, lost school bags, lunch preparation problems, transport difficulties. Some parents were unable to model an adequate warm up for their children's school day, and failed to provide a home environment where this could be facilitated. Thus we have arriving at school, together with the well warmed up, *the anxious learner, the wilful rebel, the disorganised school attender, the time bomb*. I have witnessed parents dropping small *"time bombs"* at the school gate and driving off in a hurry after one last angry exchange. The challenge for a teacher lies in her or his ability to gather up such a diversity of warm ups in a short space of time and create a functional education work group by nine o'clock.

I developed a range of methods to assist in the creation of an adequate warm up to the school day. First and most importantly was the development of an appropriate warm up for myself, the teacher. Just as a therapist or group leader focuses conscious attention on developing a positive warm up to the work ahead, so must a teacher actively develop in themselves a good warm up to the educational work, the classroom environment and to the students. I then turned my attention towards the students, and developed procedures to assist them to warm up appropriately to the school day too, so that they arrived purposeful, positive and well organised.

A Focus On Framing

I had noticed that the traditional practice of allowing children unsupervised playtime before the official class beginning time of nine o'clock had a fragmenting effect on an appropriate warm up to learning. A loosely supervised independent reading and informal story discussion session, beginning for each child as they entered the class, replaced playtime before school.

A Focus On Parents, Time And Structure

I began to pay more attention to the expectations that I had of parents. All relevant organisational matters were announced to parents beforehand. As well, the school's expectations of the home were communicated to parents and caregivers on enrolment. Thus I applied the principle of parallel process, whereby my well-organised focus was communicated to parents, who in turn proceeded to model adequate expectations for their children.

A Focus On Purpose

The assumption is often made that students know the purpose for which they come to school. Informal research into this matter has led me to believe that children's personal understanding of the reasons for school attendance vary widely, and are often at odds with the teaching staff and parents. With the aim of developing a workable warm up in each child, and a sound purpose for the class programme, I directed a session at the beginning of the school year. This took the form of small group talk, feeding into whole class discussion, and concluded when a number of commonly held purposes for attending class were established and recorded. To stimulate children's thinking about this often-neglected topic, I enacted the role of a student with inadequate, confused or unknown reasons for attending school and invited the students to interview me. In effect I role reversed with my students.

Children joined this reception class through the course of a year as they arrived from the local kindergarten. Similar work to develop a purpose was undertaken with the new entrants, especially those whose warm up to school was fragmentary. This took the form described above, but was sometimes

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carried out on an individual basis. In effect I was modelling a useful warm up to the new career called school.

A Focus On The Teacher's Opening Statement

Max Clayton (1994:14-19) outlined the leadership displayed by a group leader in setting a positive purpose and effective, inclusive working structures for a group. He noted that what the leader said in the opening statements began a warm up in the group members, which could be built on as the group proceeded. The likelihood of good outcomes was thus virtually guaranteed. I paid closer attention to my opening statements, with increasingly improved results. A purposeful warm up to learning emerged in the class and was built on appropriately. An example of an opening statement is presented on page 44.

A Focus On The Development Of Progressive Learning Roles

I directed class sessions with the purpose of focusing attention on the development of progressive learning and social roles. One of these, "Getting Ready For School", was initiated to help students prepare for school in the mornings. This was particularly pertinent for those pupils whose home circumstances did not facilitate an adequate warm up to school. A home scene was produced. Moreno's concepts of role exercise and guided spontaneity (1949:X,No.5) and his psychodramatic techniques of concretisation, maximisation. Mirroring, modelling and role-reversal were utilised. Another session, "Arriving At School" was conducted to assist in the development of progressive functioning on arrival at school. "Welcoming New Children" and "Being New At School" facilitated the growth of adequate roles for the integration of beginning students. An example of one such session is provided in the next section, where detailed description and analysis is included.

The application of the principle of warm up in the ways described facilitated the development in students of a range of progressive roles. I modelled an adequate warm up to the role of the teacher and guide. The structure of the programme was such that the children entered into a quiet, friendly and purposeful learning environment. New entrant children were inducted

adequately. Confusion, anxiety and chaos rarely intruded to warm students up to fragmenting roles. Instead, the progressive role growth in children stimulated a greater expression of spontaneity.

Developing And Maintaining A Progressive Sociometric Structure

The building up of positive relationships in the class was accomplished by maintaining an awareness of the sociometry as it emerged, and adopting management strategies, described below, which pre-empted negative structures and reinforced positive links, thus promoting maximum flexibility, creativity and spontaneity. The development of progressive learning and social roles described above was a contributory factor, and the increasingly open sociometry assisted students to develop and maintain a warm up to functional learning roles. It was a chicken and egg situation.

School activities such as reading, talking, walking, dancing, physical education, mathematics, problem solving, science experiments, social studies assignments and art provided many opportunities for work to be done in pairs. The directions for pairs formation were designed to facilitate progressively more flexible relationships: *Look around the class and choose someone with whom you enjoy working; you would like to work today; you think you could work well with on this occasion; you have not worked with for a long time.* If there was an odd number I suggested that students take the initiative to form a group of three.

The range of curriculum areas lent themselves to a variety of sociometric instructions. For example, in physical education the focus might be: *Choose someone with whom you think you could work safely.*

On some occasions I issued sociometric instructions to encourage an appreciation of the diversity of roles and talents within the class which could be used to approach the multiplicity of different learning activities: *Earlier, in physical education, you chose someone with whom you thought you could work safely. Now you are going to use musical instruments. Music is a different kind of activity from physical education. Look around the class and choose someone whom you think you could make good music with.*

Co-operative groupwork was often utilised for organising learning activities as well. The management of group formation had a profound effect on the quality of the classroom sociometry. I varied the directions for different tasks over a year to encourage a broad range of choosing. For example: *You are going to do this science task in groups of four. How about you look around the class, and choose three other people whom you think you could work well with on **this** particular task; you think might be good to work with in science; you think you could be helpful towards in science.*

In the beginning a high level of anxiety in the class was managed successfully with the direction: *Choose someone with whom you think you will feel happy and secure.* However, as students developed familiarity with sociometric management of this kind and as I became more encouraging that they take the choosing seriously, I noticed that an atmosphere of openness and daring began to develop. I was then able to introduce increasingly more challenging directions over time. My aim was to lead students to consider linking with others and to gradually approach those with whom sociometric links were weak, neutral or negative. The graduation of directions was thus: *Choose someone whom you do not know very well but would like to get to know better; it might be a challenge to get to know; it might be a challenge to work with; you have never paired with before.*

On the occasions when I "inherited" a class of students in which the sociometry had been poorly managed, I faced a greater challenge. This was so especially when the children were older and the relationship patterns more entrenched. I observed that there was a general tone of defensiveness, rigidity and aggressiveness amongst the students, and the sociometric structures had an inflexible, closed quality. Students chose only their "best friends". The roles of isolate, victim, negative star and positive star were clearly discernible and were expressed by the same few children. The class was characterised by a low level of spontaneity and a high level of anxiety.

In a therapy group a group leader might work directly with such sociometry, asking members to reveal their negative, positive and neutral choices, and she or he might begin to explore the origins of these choices with the aim of producing a greater flexibility over time. However, in the educational context

in which I worked the sociometric management methods described above were utilised to "loosen" this type of entrenched fragmenting sociometry, so that educational aims might be better realised. Acting on ideas suggested by Clayton (1994) and referred to earlier, I formulated an opening statement that I thought was appropriate for the older students in this particular class, and presented it at the beginning of the school year.

Welcome to your class for 1998. I am looking forward to a good year of work with you. I notice that some of you are unused to working with a wide variety of other students and like to work with the same group of students all the time. I am someone who believes it is good and productive to work with a lot of different people at different times for different purposes. So this is one thing you will learn to do under my guidance. I hope we will be able to create an open, friendly learning environment in which everyone's contribution is valued, where it is understood that making mistakes is a normal part of learning, and where every one of you will develop your abilities in all the different subjects we will be studying.

This opening statement warmed the children up to a range of responses - relief, excitement, fear, disbelief, cynicism, resistance, anxiety. Thus, I issued simple and non-threatening sociometric directions to begin with and built up the challenge over the year.

In utilising the kind of sociometric management that I have described, there was no intention of replacing spontaneous friendship links with forced, unwanted or artificial links. The directions were carefully framed with specifics, stating clearly that students were to work with a chosen peer or peers for a specific purpose, to the best of their ability, for a specified period of time. Thus, I was not seeking to deny the reality of the positive, negative and neutral feelings that existed between the students. This would have reduced my work to a form of social engineering. I noticed, however, that the children would invariably choose partners on the basis of the existing tele until I offered sociometric directions which warmed them up to other aspects of themselves, particularly aspects to do with learning, working together and valuing others. As a result of my interventions the sociometry became increasingly flexible as the year progressed, and gradually an element of

daring emerged. This produced a warm up in some students to the role of the *bold social interactor*. Greater risks were taken in terms of choosing work buddies and this slowly filtered through into social interaction. Thus, a range of progressive roles, absent or embryonic at the beginning of the first term, developed over time within the social fabric of this class. In individual terms, each student was being role trained, and thereby developing functional aspects of themselves that had been previously under developed.

Concluding Remarks

The advantage of this approach for the management of classroom relationships lay in the reduction of tension that resulted. Students, released from the anxiety which poorly managed sociometry tended to produce in the class - whom to chose and who will chose me - warmed up instead to progressive roles and a sense of daring, fun, and spontaneity. The isolate, the victim, the negative star and the dyad appeared in a much-diluted form. Role flexibility was enhanced and a fluid open classroom sociometry developed. Behaviour problems reduced, thus allowing for maximum focus on teaching and learning activities and overall positive advances in educational achievement and social literacy.

In answer to Shoobs' pondering about what would happen if children were exposed to these kinds of sociometric interventions from kindergarten, I would predict flexible role growth in all students, and the development of progressively more open, fluid, creative classroom cultures. The roles of isolate and victim need not develop to any large degree in any child during their school experience. Perhaps then personal development and training groups would fill with participants whose experience of school was largely positive.

Illustrative Example Two: Developing Progressive Learning Roles

The concept underlying this approach is that man is a role player, that every individual is characterised by a certain range of roles which dominate his behaviour, and that every culture is characterised by a certain set of roles which it imposes with varying degrees of success upon its membership...Role research and role therapy are still in their infancy. Psychodrama presents a valuable vehicle for experimental and control studies of roles. It permits the observation of individuals in live situations in which they are concretely involved (Moreno in Fox, 1987:65).

Observations

I was teaching a class of twenty-five and six year olds. I had observed that their daily readiness for learning was hampered by a lack of organisational skill. To put it bluntly they behaved like a "herd of cattle". Many students arrived at school, entered the cloakrooms outside the classroom, dropped their backpacks and coats in the doorway or on the floor, failed to bring in lunchboxes, drink bottles, reading folders and library books as had been requested, and "skipped" off to play. I brought a Morenian perspective to my analysis of this behaviour. The children were arriving at school with inadequate warm ups for learning. Many displayed under-developed roles as creative organisers. Role training might be usefully employed to develop the roles of *the creative organiser* and *the open and ready learner*.

Role training is the application of the principles of spontaneity theory, role theory and the use of specific techniques to bring about the development of specific aspects of human functioning (Clayton, 1992:2). In Moreno's words, "role training, in contrast to role playing, is an effort, through rehearsal of roles, to perform adequately in future situations" (Moreno in Fox, 1987:63). Normally a role training session is conducted in a group, involves the functioning of a person in a group and is structured around eight essential elements as defined by Clayton. I have adapted this approach to assist in developing adequate roles in young children. The goal has been two-fold: the promotion of progressive role growth in students and the enhancement of

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learning through the establishment of a highly functioning classroom and school.

The work had already begun with my observation and assessment of the students' behaviour and interactions. The next step was the planning of the teaching and learning session.

The Teaching Session

Warm Up And Initial Enactment

I announced that the next half-hour would be devoted to learning about preparation for school, thus creating a frame and focus for the session. I was particularly conscious of Moreno's concept of warm up, noting that everything I said and did would produce a warm up in the children. A purposeful announcement and a positive approach would result in successful learning.

An action space – a stage in psychodramatic terms – was created at the front of the room, free of tables and chairs. The children sat in a semi-circle. I became *a spontaneous actor, creative artist and magician,* three of the roles of the psychodramatist described on pages 32-33. I produced the scene by indicating that the centre of the action space was the path, and the steps up to the classroom, by walking along it and describing it as I went. I made the doorway into the cloakroom using chairs. These actions on my part had the effect of creating a sense of intrigue, and heightening the student's involvement. Children were asked to represent coat hooks in the cloakroom and they thus stood in poses as hooks, and bags hanging on hooks. These students had already had some experience of doing this in my classroom, and were able to fully experience what it is like to be an inanimate object. I concretised all my belongings by choosing children to be my backpack, lunchbox, drink bottle, reading folder, library book and coat. Thus I utilised the principle of concretisation which implies that anything can be represented symbolically. I put my coat on, picked up my packed backpack and "arrived" at school to begin the day.

I sought to bring the inadequate warm up and under developed roles to the attention of the class by utilising the psychodrama technique of mirroring. Moreno advocated mirroring as a warm up to action (Fox,1987:144-148). Clayton (1992:82) has indicated that the technique of mirroring "assists in bringing an expansion of awareness. A person whose behaviour is mirrored will virtually always function in a more adequate way after mirroring". In the role of a student arriving at school to begin the day I walked up the psychodramatic steps and arrived in the cloakroom. I then enacted aspects of the "herd of cattle" syndrome. I rushed in, took my coat off inside out and dumped it, my bag and my belongings on the floor, and ran out again. Thus I mirrored to the class aspects of their inadequate warm ups which I knew to be hindering the development of progressive roles. I did this in such a way that all the roles were observed by all the children. You might call it mass mirroring. In essence it is an example of the teacher role reversing with her students. Role reversal is a technique whereby a person moves out of his or her own position into the position of another, taking on their patterns of thought, emotion and action and is thus enabled to identify with the other (Moreno in Fox,1987:63/131-132 ;Clayton,1992:82). I made good use of the soliloquy and the aside to voice the various "scripts" which I considered had motivated the children. A soliloquy is a free expression for a continuous uninterrupted period of the thoughts and experiences of a person (Clayton,1992:83). The aside is a psychodramatic technique in which there is a pause in the action while private thoughts are spoken out loud to the universe at large (Clayton, 1992:83). Thus: "I'll just drop these here and go out to play." "I wonder where Susan is. I'll see if she's in the play ground." "Wow! Look at that cool remote control car that William's got there. I'll go and see if he'll give me a turn with it." "Yeah! Playground here I come."

At the end of the enactment the cloakroom floor was awash with my "belongings". In reality the classroom floor was littered with children. I invited other children to arrive at school and attempt to get into the cloakroom. The class was highly amused and much entertained by this enactment. I noted many smiles of recognition as students recognised aspects of their own functioning in the mirrored behaviour. I took care to monitor this

as I did not want to produce a warm up to any regressive role clusters focused on shame, humiliation, guilt or criticism. The technique of mass mirroring is very useful in classrooms in this respect, as it does not focus unduly on individual behaviour. It encourages an educational rather than a therapeutic focus. The roles of *the producer* were particularly relevant in this work. I moved in and out of the roles of *the creative artist, the concretiser, the maximiser, the spontaneous actor, the wise person* and *the magician* as I role-reversed with the children and mirrored back their behaviour to them.

Guided Discussion

At the end of this enactment I facilitated a discussion. Acting as *a social investigator, a systems analyst, an observer* and *a naive inquirer*, I encouraged the children to focus on the adequacy of my "arrival" at school. The students commented on what I had done and what they thought was "good". These positive aspects were listed on a large piece of paper. Then we focused together on the problematic areas. The children offered ideas about why the arrival was inadequate and how it might affect my ability to begin the learning tasks ahead. The children who had "arrived" after me were asked to comment on how my behaviour had affected them.

The next step in the discussion was a definition of behaviour which might constitute an adequate role for organising belongings and preparing for school. During this phase I noted that students' warm up to school begins, of course, at home. In later sessions I focused on this area and role trained, with the support of parents, for adequate roles prior to arriving at school.

Re-enactment And Role Development

The scene was set again and this time the classroom shelves were concretised as well. Again, some children took the parts of inanimate objects. I again took the role of the student arriving at school. I warmed up those children not already acting a part to take on the roles of *coaches* and *teachers*. I packed my backpack with all my "belongings" again and "arrived" at school. The children coached me as I unpacked my bag, hung it and my coat up on the coat hook and put away my belongings on the shelves. I enacted the role of

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the naive student, asking questions in soliloquy form such as, "Where does this go?" and "How shall I do this?" As I wondered out loud what to do next my coaches offered suggestions. Sometimes this involved heated debate amongst them as to the best way to proceed. I asked them to show me, thus utilising the principle of modelling. "Modelling consists of the enactment by several different group members of their own way of living in the situation..." (Clayton,1992;84). As well, I employed the psychodramatic principle of maximisation. Maximisation is the expression of a role to the highest degree of a person's ability (Clayton,1992:85). This produced a greater warm up to spontaneity and creativity in the group, and therefore to greater flexibility. Now that the students were fully warmed up to organising roles, however, I noted a tendency towards rigidity in some children. I commented on this as well so as to develop a sense of flexibility in the role of *the organiser* and to pre-empt the development of the role of *the pedantic organiser.* Specifically, this was done using modelling from the role of *the naive pupil.* "Well, I could do it like this or like that. Both ways will work." I made a mental note that this might be the subject of a future session. When I had finished, the scene was neat and orderly and this was noted by the children. I encouraged the students to interview me about what I thought, how I felt and what I had learnt. For the successful facilitation of this phase of the teaching and learning session I had enacted a range of roles from the repertoire of the psychodrama director. These were *the clarifier of group and role warm up, the concretiser, the conflict resolver, the model, the naive inquirer,* and *the systems thinker.*

Another Guided Discussion

The class identified the functional aspects of my role and these were again listed. The length of the second list was compared with the first and from this comparison it was concluded that I had learnt how to organise myself for the school day.

Role Rehearsal And Role Tests

The class was then directed to demonstrate their abilities as organisers. I said "Show me how you are able to organise yourself when you arrive at school.

Everyone has their own way of doing this so just concentrate on your way and don't worry about how others are doing it. Remember the aim is that you'll end up prepared to begin the school day". An enactment followed in which every student packed up their bag with their real belongings, left the room and then "arrived" at school and organised themselves. I provided a series of role tests during this, enacting the role of *the devil's advocate*. In this part of the session I was particularly warmed up to and acting from the role of *the systems intervener*. In particular *the coach, the role trainer* and *the believer in the creative potential of each child* were relevant.

Assessment

A wide variety of roles were enacted by different students but all of them had developed in their ability to be *purposeful creative organisers*. Particularly note worthy was the range of creative solutions to the many organisational dilemmas. For example, some children unpacked all their belongings in the cloakroom, hung their bag on the hook, carried the items into the classroom - a precarious balancing act - and then proceeded to put them away in the appointed places. Others carried in one article at a time, put it away and then went back for the next one, making several trips in and out. Still others walked straight into the classroom on arrival at school, unpacked and put away all items, and then went to the cloakroom to hang up their bag. As well, each student had their own individual style from which they worked as an expression of their unique role system or personality. I noticed that the developing *creative organiser* role assisted the students to warm up to the role of *the open ready learner,* thus producing an adequate warm up to the school day. In this section of the work I was enacting the role of the systems thinker, relating my observations to a systems model. The elements of this system were, of course, dynamic. As interventions were made in one part of the system, changes elsewhere were noted. Overall, progress had been achieved in the development of functional learning roles.

Further Role Development

The following day I said "You remember our lesson yesterday about getting organised for school? Well, today you're going to learn how to get ready to go on the school outing to the swimming pool. (This trip was to take place in two days time). You will have to think about what you will need and how best to organise it. You can use classroom items as props. We'll start this scene with you at home in bed. Now lie down and go to sleep. It is the morning of the swimming trip. You wake up and remember that it's swimming day. Act as you do and talk out loud as you do so".

This challenge was met enthusiastically. The technique of soliloquy assisted the students' warm up and progressive role development. Eventually all the items necessary for a swimming trip were collected up and packed and students "arrived" at school well warmed up for a school outing. This Morenian technique of role rehearsal has proved particularly useful in preparing students for school outings. In the spontaneous acting out, roles are practised and an adequate warm up developed.

Concluding Remarks

As already discussed, Moreno considered it essential that the objectives of learning and the treatment of personality problems be met through the same procedure (Moreno,1946/1994:137). The most striking effect in his view, was the general increase in flexibility and facility in meeting life situations within the organic limits of the particular individual. In the illustration presented here the utilisation of a range of psychodramatic principles and practices, and the integration of the roles of the psychodrama director with the roles of the teacher, assisted in the development of progressive organisational and learning roles. These Morenian techniques ensured a warm up to individual spontaneity and creative solutions of an infinite variety, whilst also avoiding the sometimes robotic training of social skills programmes. A deep and effective learning experience was therefore achieved, which met many of the essential skills objectives set down for New Zealand students in *The New Zealand Curriculum Framework* (Ministry of Education,1993:17-20).

Illustrative Example Three: Facilitating Effective Learning

Education through action and for action has been neglected. The Spontaneity Theory and Method is an answer to this demand. Founded on known facts of physiology and psychology it offers a simple practical method for the direction of those forces which determine the development of personality (Moreno,1946:140).

A Teaching Session

The place is my classroom at Phillipstown School in Christchurch. It is writing time, a daily task undertaken by the five and six year old students in accordance with the objectives outlined in *English In The New Zealand Curriculum* (Ministry of Education,1994:92). I have gathered a group of six students together for a teaching session, while the other children work independently. This particular group of children have mastered many of the emergent writing skills and are moving onto what is known in Aotearoa/New Zealand educational circles as the early writing stage (Hood,1997). However, many of them are experiencing difficulty in understanding the convention of spacing in the writing task. I want them to write "I like going to the beach". They write "Ilikegoingtothebeach". Acting on an inspiration I call the other children over to sit in a semi-circle on the floor. I direct the six children to be the words in this sentence, and write the words on cards which they hold. The "words" stand in front of the class in the correct order but without spaces. They are directed to put spacing into the sentence. The audience is directed to let the "words" know when the spacing is satisfactory. A period of confusion and animated negotiation ensues until the words stand in the correct order with adequate spacing, "not too small but not too big". At the beginning of this collaborative task the level of warm up in the class is low. As the action increases the warm up builds to a high energetic level. The children acting as words are invited to "feel" the spaces with their arms and legs. The audience is invited to walk between the spaces and experience their width. The children acting as words and the audience members are directed to role reverse with

each other so that an experience of the other is facilitated. By way of closure children are invited to share their experiences of this learning session with each other. The lesson is then pronounced finished. The development of spacing skills after this session is exceptional.
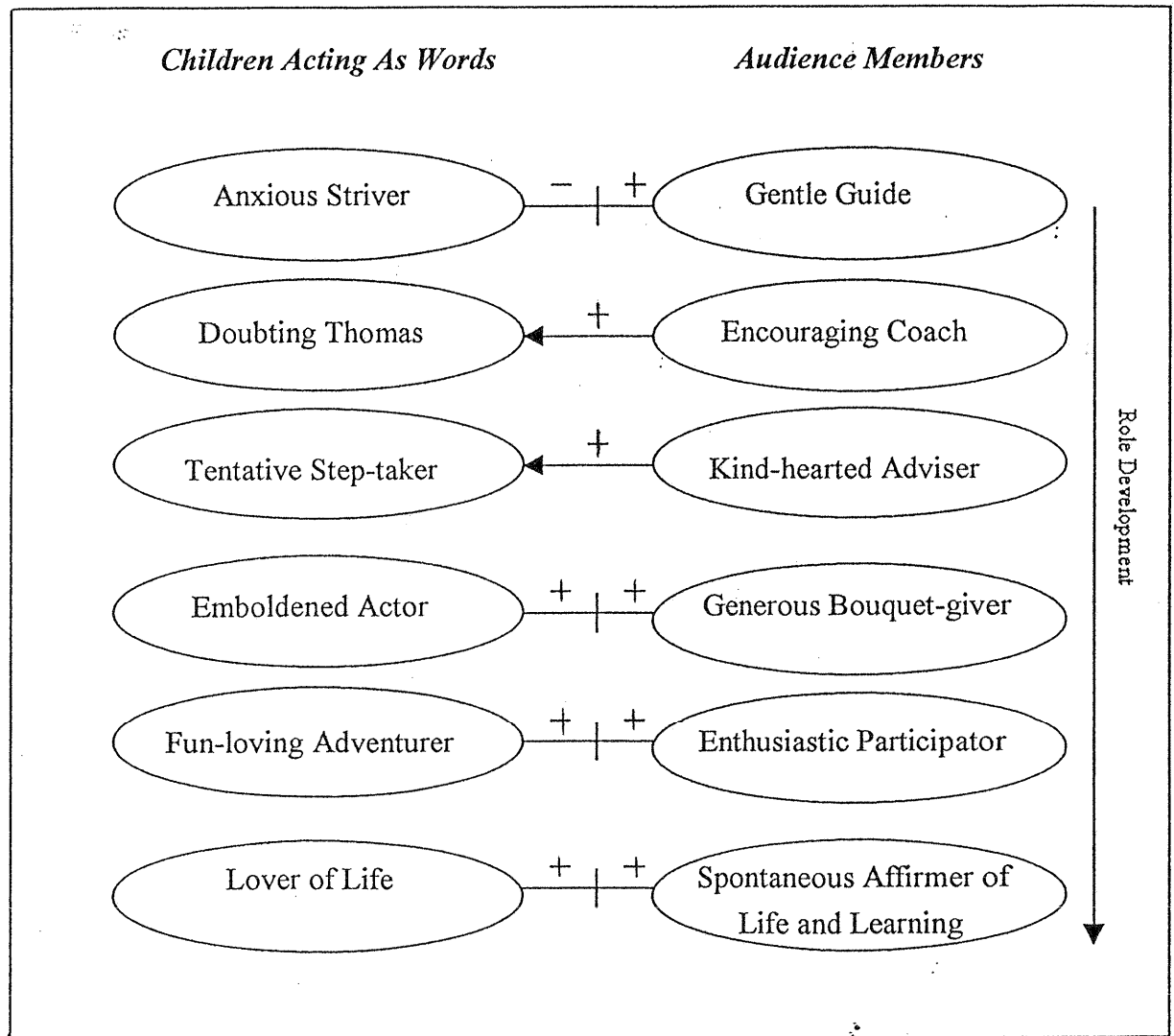
Discussion

This teaching session bore witness to Moreno's assertion that the spontaneity method offered a school of training that could be practical in the classroom (1949:x). He had suggested action as an excellent technique for warming students up to a full involvement in the learning task. This was so because, in his view, action went beyond Dewy's concept of "learning by doing" by addressing what Moreno called the relative amount of amnesia in the "learning by doing" task (1949:xo). Applying Moreno's theories to classroom practice in the 1970s, Hollander and Hollander (1978a:1) had suggested that maximum learning occurs when individuals are intellectually, physically, emotionally and spiritually involved, and can utilise their life experiences to incorporate new learning.

The principles of concretisation, maximisation and role reversal, utilised in this teaching session, assisted students to warm up to a greater level of spontaneity. They thus brought a much larger consciousness to the learning task on all three levels of functioning - the thinking, the feeling and the acting. The outcome was effective experiential learning.

In addition, role theory informed the way in which I directed this teaching session. I maintained an awareness of the warm ups in the class. As a result of my direction there was a high degree of warm up to the progressive roles of *the open learner, the enjoyer of life and learning, the thoughtful negotiator, the bold risk taker, the fun lover, the wise guide, the self valuer, the enthusiastic participator* and *the spontaneous actor.* Warm up to fragmenting roles often associated with difficulties in learning, such as *the critical self-doubter, the humiliated failure, the shamed mute, the panicky trier, the frail self-protector,* was minimised.

The following diagram illustrates the progressive role system emerging in the class as the children acting as words and the audience members collaborated together on the task.

Children Acting As Words		Audience Members
Anxious Striver	− │ +	Gentle Guide
Doubting Thomas	◄─ +	Encouraging Coach
Tentative Step-taker	◄─ +	Kind-hearted Adviser
Emboldened Actor	+ │ +	Generous Bouquet-giver
Fun-loving Adventurer	+ │ +	Enthusiastic Participator
Lover of Life	+ │ +	Spontaneous Affirmer of Life and Learning

Role Development →

Concluding Remarks

Moreno affirmed that learning through action was relatively simple and practical. This is not to down play the complexity of the techniques used, however, nor the relevance of the roles of the psychodrama director which must be integrated with the roles of the teacher for successful application. Action methods, well grounded in Morenian theory and methodology, ensure

IMPLICATIONS

Moreno developed the science of sociometry to objectively determine the basic structure of human societies. The utilisation of sociometric procedures and group processes initiated by him has many benefits for the management of classroom relationships. A warm up to progressive roles and a sense of daring, fun, and spontaneity are encouraged. Role flexibility is enhanced and a fluid, open classroom culture is more likely to develop. A regressive culture with its attendant behaviour problems may be forestalled, and thus maximum focus is maintained on teaching and learning activities. There are overall benefits for the social and educational achievement of all students in our schools.

Informed by his emerging ideas about the central place of spontaneity, creativity and role systems in the development of personality and the psychology of learning, Moreno developed techniques to stimulate a warm up to individual spontaneity and creativity, and thus facilitate a deep and sustained learning experience. The thoughtful utilisation of these psychodrama principles and practices may assist in the development of progressive learning roles in schools. The methods presented in this thesis are applicable across a wide range of curriculum content areas and age groups, and may be adapted by teachers to meet a range of educational purposes.

Since the days of Rousseau and the romantic school of education, spontaneity had been viewed with a mystic respect as something exclusively instinctive, to be left untouched and uninterfered with by techniques of reason (Moreno,1946/1994:130). Moreno, considering this to be an inadequate pedagogy, advocated spontaneity training and action for the schools of the future. Action methods, well grounded in Morenian theory and methodology, ensure a high degree of involvement in the learning task on the part of the student, and thus provide for effective experiential learning. While this thesis presents an illustration from my own work in an Aotearoa/New Zealand primary school classroom, the methods described may be generalised to other teaching and learning situations. The contexts in which action may be applied in an educational setting are limited only by the imagination of the teacher.

The roles of the psychodrama director, as described in *The Training and Standards Manual of the Board of Examiners of The Australian and New Zealand Psychodrama Association* (1993), must be integrated with the roles of the teacher for the successful implementation of these ideas.

The roles of the director, the theoretical underpinnings of psychodrama and group process, and the action-orientated methods of Moreno take intensive training to integrate. In my own case I have studied and practised the principles and techniques for fifteen years independently from my work and training as a teacher. How these theories and practices could be implemented into teaching practice on a larger scale is beyond the scope of this paper. However, it is clear to me that this is unlikely to be achieved in a piecemeal way and may require the thorough integration into the curriculum at teacher training level rather than intensive in-service training. This is an area that may be fruitfully researched and promoted in the future.

In this thesis I have presented and discussed some ways in which the principles and practices that underpin the psychodrama method might be incorporated into educational work. However, Jacob Moreno's future vision was more expansive. Rather than the application of his ideas to education, he envisaged the educational process itself founded on and unified by the central principles of sociometry and spontaneity. There is no doubt that Moreno had in mind the fuller realisation of humanity's creative potential. How such an education system might be constructed, or how our present system might evolve in this direction, is a stimulating topic for any of us concerned with the direction of education and therefore the future of our society at the dawn of the twenty first century. Thus, the wider implications for education of the seminal mind of Jacob Levi Moreno are as yet largely untapped. I have thought in terms of integration. However, there is enormous scope for others to contribute towards and further this enlivening discussion. The implications of this way of thinking point towards an examination of the purposes of education itself, and the development of an educational philosophy, psychology and accompanying methodology in line with the principles of spontaneity. Perhaps a subsequent thesis will be titled *Towards Spontaneity Based Education.*

CONCLUSION

Although Jacob Moreno's theories and methods have much to offer education, his work is not widely known in the field in Aotearoa/New Zealand. One purpose of this paper has been to highlight and make accessible, through the literature review, the large amount and variety of valuable Morenian work undertaken by many educators over previous years.

Psychodrama principles and practices may be integrated appropriately and extensively in the educational context. Three examples have been presented to illustrate this thesis. The first developed a discussion of the teacher as a classroom sociometrist, able to employ various techniques to build and maintain a flexible and progressive learning environment and forestall the development of a regressive culture. The second and third examples focused on the deep and sustained development of progressive roles for learning, and on the use of action to facilitate effective experiential learning. The teacher who utilises the psychodramatist's roles, and thoroughly bases this work in Morenian theory, has the potential to promote effective social integration within schools and revolutionalise educational achievement.

In this paper I have brought forward some of the ways in which I have been inspired by Moreno's educational vision to improve teaching and learning. I hope the descriptions of these practical innovations, and the implications they raise for a future spontaneity based education, will inspire others to experiment and develop their work, and thus contribute towards the improvement of human society to which Jacob Moreno devoted his life's work.

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