A Literature Review of the Integration of Psychodramatic Principles and Practices in Education

by Bona Anna

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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'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.

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. This 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 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 directive 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. The practice of psychodrama in schools builds on the work of earlier educators and our 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.

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