

## SOCIAL SCIENCES. Psychology

### ORIGINAL RESEARCH

# The Base for School Folks Fall in Interaction

#### Author's Contribution:

**A** – Study design;  
**B** – Data collection;  
**C** – Statistical analysis;  
**D** – Data interpretation;  
**E** – Manuscript preparation;  
**F** – Literature search;  
**G** – Funds collection

Usakli H.<sup>1</sup> ABCDEFG

<sup>1</sup> Sinop University, Turkey

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#### Background and Aim of Study:

#### Abstract

*As an applied discipline term, educational psychology, related to development, learning, motivation and group process of school in general. Although both ideologist Baruch Spinoza and Jacob Levy Moreno hadn't directly give work on schools and education their works have been supplying profound benefits to educational psychology. This study is about how perspectives gaining and differentiating by individuals. The aim of the study: to stimulate various phases of school experience in terms of two influential philosophers, modern society engineers Spinoza and Moreno, like Azevedo did before in different perspective.*

#### Materials and Methods:

*The study was designed as qualitative. Apart from two chief books on by Spinoza and Moreno, thirty lately published scientific journals investigated in this study. Also, a frame of reference droved on what educational psychology is according to written books and scientific articles about it at the end of this study.*

#### Results:

*In school time, students, teachers and many related people devoting a good deal of their daily life with seeing each other and taking role-plays. Perspective is the main theme for Spinoza and psychodrama for Moreno alike. Educational psychology is what all school soul structure is. Three distinct themes, perspective, psychodrama, and interaction got crossed with each other. This study shows that perspective is seeing, psychodrama is being and interaction is living.*

#### Conclusions:

*From the educational perspective, fruitful and meaningful interaction should be held in between people. It is perspective and psychodrama that could open for desired understanding between students, teachers, parents, and others related to school and the educational psychology base. It can recommend that school people should be experienced psychodrama to see other perspectives, to understand each other to share the goodness.*

#### Keywords:

*perspective, psychodrama, educational psychology.*

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#### Information about the author:

**Usakli Hakan** (Corresponding Author) – <https://orcid.org/0000-0003-4307-2226>; [husakli@yahoo.com](mailto:husakli@yahoo.com); Doctor of Pedagogical Sciences, Associate Professor, Department of Elementary and Early Childhood Education, Sinop University; Sinop, Turkey.

## Introduction

Schools require applications of educational psychology. Educational psychology examines the distinctive characteristics of students and teachers and explains issues such as learning and teaching, motivation, reinforcement, transfer, and the conditions that affect them. The world has been becoming more and more crowded each day. New school buildings, new classrooms have been opening. Emigrations have been making school folks distinct from each other. Different colors, odors, jests, mimics, speeches, foods are making especially students astonished in more than any time.

This study is the first that focuses on three distinct domains. How perspective, psychodrama and educational psychology related to each other. To reach this aim three handbooks on the subjects were investigated.

According to Cambridge Dictionary (2019), concept meanings of perspective are a particular way of considering something, to think about a situation or problem wisely and reasonably, to compare something to other things so that it can be accurately and fairly judged.

According to Deleuze (1988), Spinoza devoted a good deal of time to define and express what perspective is so it is at a given moment in time. Psychodrama (2019) employs guided dramatic action to examine problems or issues raised by an individual. Founded by Jacob Levy Moreno psychodrama is one of popular group therapy all around the world.

Passion is an emotional response of admiration or like. Spinoza dedicated great plenty of his profession to get a clear definition of affect, affection, and emotion. Baruch Spinoza (1677/1876 cited from Mandler, 2003) developed the still famous aspect of the passions as disturbing interventions and maintained that they can be regarded as original and legal happenings. He is one of the principal interpreters of the opinion that the intensities are typically conative, that is, obtained from motivational drives, just as Aristotle and Hobbes had stated before him. For Spinoza the emotions – happiness, sadness, and passion – are all arisen from the impulse to self-preservation, to manage one's own life (Mandler, 2003, p. 158).

This paper distinguishes those main actors. Simply excellent memorable personalities make this research relevant and worthwhile. That is why there is no document declaring those figures. The control of the research is returning the research only in the framework of a school health profession. So it is more satisfying to begin the determination of the principal words. These are educational psychology, perspective, and psychodrama. As Baker (2015) indicated, works of Spinoza addresses arts in all subjects there should be a linkage between passion and drama.

Psychodrama or Spontaneity Theater founded by Moreno (1985) requires members, scaffold, methods, and director. Psychodrama is a remedial method of everyday struggles. Possibly the most advantage of this group therapy is that it has been mentioning with only the founder. Psychodrama or Spontaneity Theater

founded by Moreno (1985) requires participants, stage, techniques, and manager. Psychodrama is a therapeutic process of daily conflicts. Perhaps the most handicap of this group therapy is that it has been mentioning with only the founder.

Turnover, truancy, smoking, bullying, offensives, and hostility seem to be normal behavior of nowadays' academy life. Modern researchers and blocking schemes draw the attention of institutional policymakers to the fashionable procedures for school interaction life such as emotional intelligence social-emotional learning, self-determination, brain-fit, healthy minds.

Spinoza is still active, lively and magnificent from the 1600s towards today. He is in all viewpoints of development not only in science but also in our everyday life. In diplomacy Celermajer (2019), post-modern cultural life of conflicts Sagredo Aguayo (2019), administrative theism Robbins (2018), belief in general (Țăreanu, 2019), linguistics Toubert (2018), pragmatist way of philosophizing Fabbriches (2019), contemporary philosophy (Segovia, 2019), chronicle of science (Nadler, 2019; Monaco, 2019), administrative thought (Field, 2019 sided from Skeoff, 2018); Mathematics (Usó-Doménech, Nescolarde-Selva, & Gash, 2019), and his works in common (Poppa, 2018). All these papers are only in the first two decades of the 20th century. Millions of citations are apparent testimonials for the glory of Spinoza.

Only three hundred later from Spinoza, Moreno is one of the most influential health specialists and is furthermore exists in the fame of him by institutes all over the world. The subject authority knows him by the interview with other folk but the founder of contemporary psychology Sigmund Freud "... You analyzed their dreams, I try to give them the courage to dream again ..." (Marineau, 1989, p. 30); that is Freudian viewpoint memory people their past, whereas Moreno in aspect forced to experience people's reminiscences and what they aspire ...". This confirms that the modern world has no freedom to dedicate long times to combine the dichotomous method that analyzes; performing in the presence of others is much more than to seize and remedial restoration.

Wieser and Ameln (2014) examined his career. Scherr (2013) researched civil life in refugee cottages. Sociometric construction in World War First (Scherr, 2014). An impressive study in the healthy mind of empathy Orkibi (2019). Psychotherapy for victims in many regards such as unproductiveness, hospitalized, inclinations, interpersonal abilities (Takis, 2018; Kress & Kern, 2018; Aas et al., 2018). It is also in psychology programs as a teaching method (Melnik, 2011).

From antic times the word people are in and within the theater, artistic, esthetic expressions into today. Moreno formed his approach drawing from the theater. He called it as psychodrama to distinguished from the mainstream theater.

The purpose of this article is to get signs between Spinoza and Moreno. Consequently, two main works about those scholars were examined. The author Deleuze who is a philosopher, artist and Spinoza

specialist in the book “Expressionism in Philosophy: Spinoza” and the other work by Moreno’s “Essential Moreno Writings” that was written with Moreno is a counter source that was investigated in this article.

There is no any product on a deeply research connecting with Spinoza and Moreno. This article sets an explanation whereby these couple principal social planners should be investigated in terms of impression and psychodrama in the educational psychology context.

Garber (2019), distinguishes cultural and physical science in regard require to the adequately be of communities from 16th century’ serious researchers. One of them is also Spinoza. Educational psychologist’s profession should be as Garber (2019) showed investigating man’s outer and inner experiences, individually.

*The aim of the study.* To stimulate various phases of school experience in terms of two influential philosophers, modern society engineers Spinoza and Moreno, like Azevedo did before in different perspective.

### Materials and Methods

This study conducted as qualitative. Content and thematic analyses were used. First, the documents were collected. Three main sources for perspective, psychodrama and educational psychology selected. Those sources are the most related to the topic. Second related scientific journals collected. Content and thematic investigations are two separate qualitative data collection techniques. Their principal variation extends in the likelihood of quantification of data in the content analysis by mapping the repetition of various kinds and statements, which guardedly may attain as a representative for importance Vaismoradi and Snelgrove (2019).

### Results

About books:

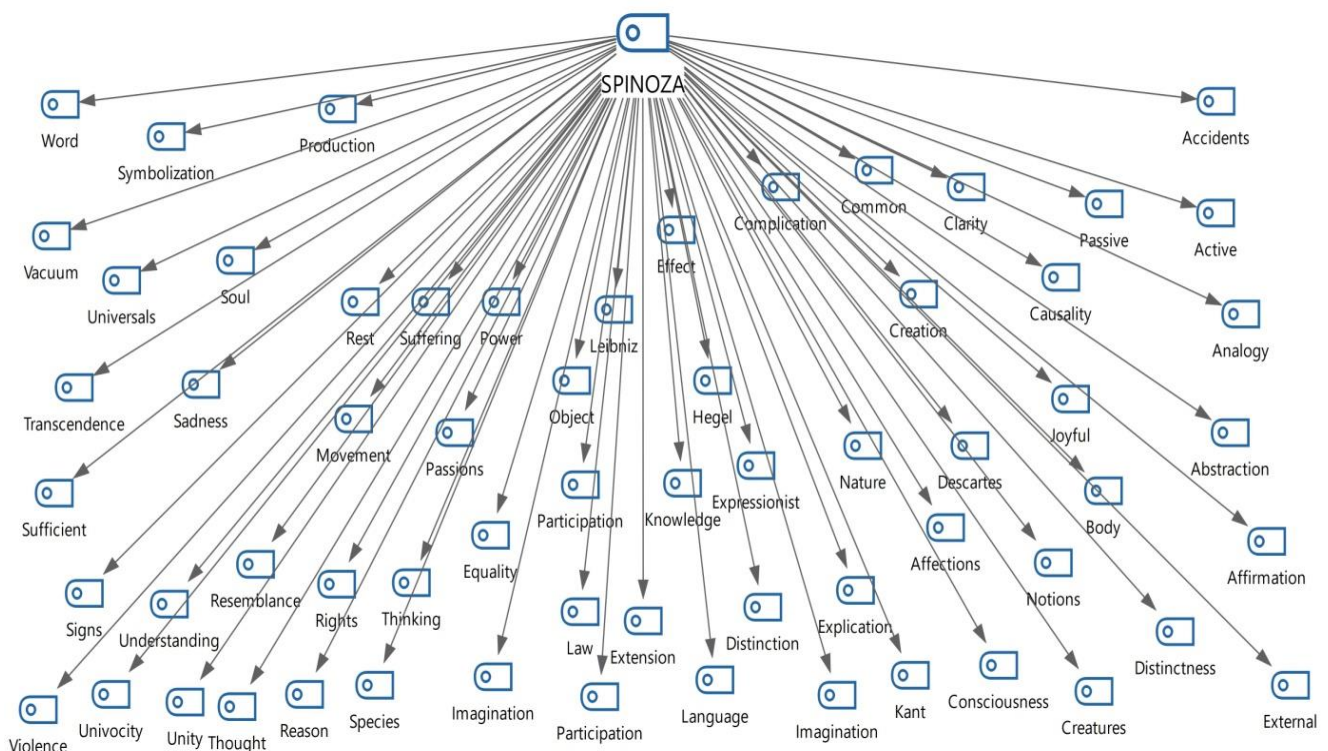
Deleuze (2005) wrote the book “Expressionism in Philosophy: Spinoza” published in 1990. The book composes of 450 pages translated by Martin Joughin. Apart from the first three sections, there are three parts with nineteen chapters and seven sections at the end. The book is mainly mentioning about expressionism and Spinoza’s philosophy in this area. Eight pages devoted to index. There are exactly 417 indexed words available in the book. Table 1 illustrates the distribution of the indexed words in the book. The book contains Spinoza’ words (Figure 1).

Editor Jonathan Fox arranged Jacob Levy Moreno’s works and collected in the book “The Essential Moreno Writings on Psychodrama, Group Method, and Spontaneity” in 1987. This book consists of 263 pages the book contains three introductory sections, four main parts, and seventeen subparts. There are also five sections at the end of the book. The index section contained in six pages. There are exactly 387 indexed words available in the book.

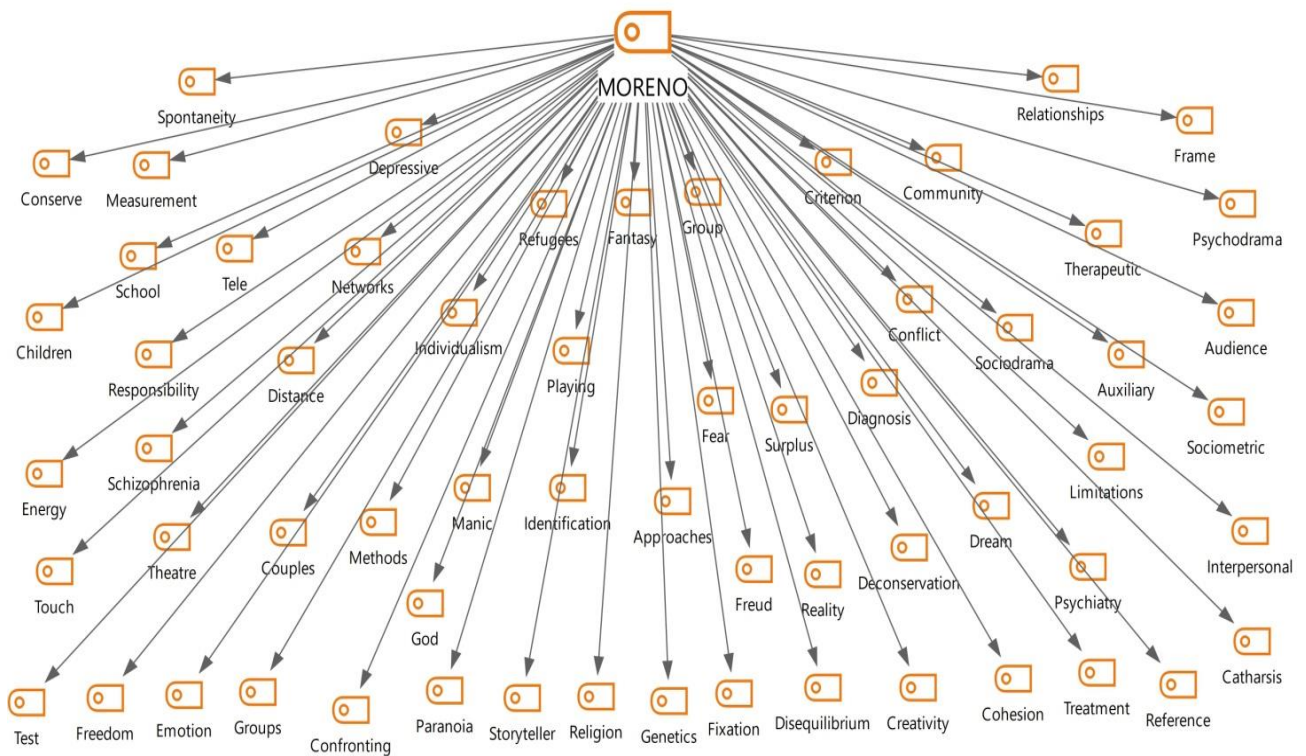
For intersection the book “Hand Book of Educational Psychology” Weiner (2003) the subject index including 1496 words. Those words of course directly or indirectly related to the other two authors’ works. Table 2 illustrates the indexed words in the book. The book contains Moreno’ words (Figure 2).

Comparisons of Spinoza and Moreno are illustrated in Figure 3.

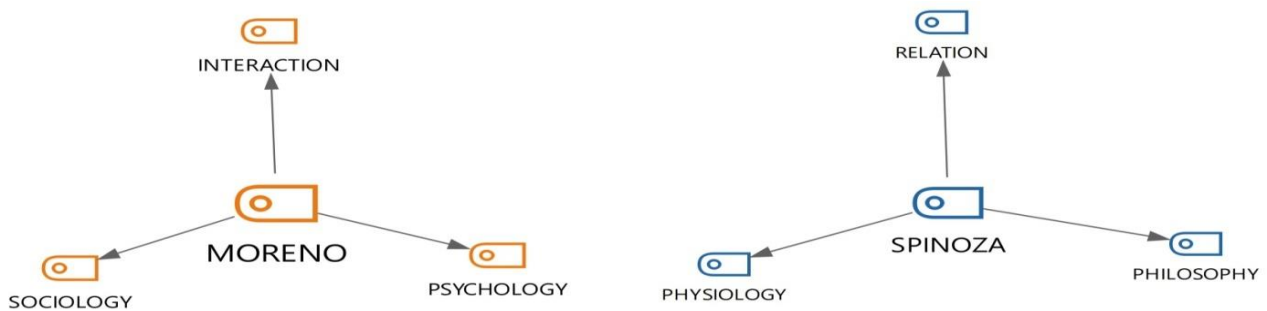
Relation between perspective and psychodrama in terms of educational psychology is illustrated in Figure 4.



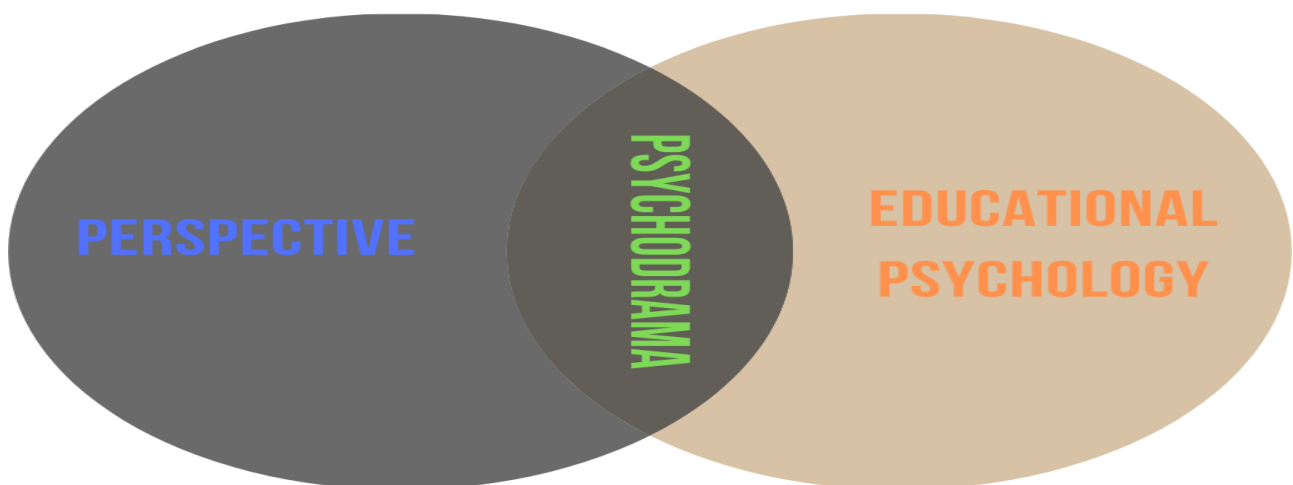
**Figure 1.** The book contains Spinoza’ words (nodes).



**Figure 2.** The book contains Moreno' words (nodes).



**Figure 3.** Comparisons of Spinoza and Moreno.



**Figure 4.** Diagram illustrates relation between perspective and psychodrama in terms of educational psychology.

Taking perspective even grasping new perspectives are not only Spinoza but also available in Moreno's expressions.

## Discussion and Conclusions

### *Perspective*

During his short life, Baruch Spinoza created profound studies on ethics, politics and other subjects on philosophy. In addition to these, he wrote the manuscript although he didn't manage for publication (Deleuze, 1988).

In Spinoza's perspective one deduces: (1) To every idea there corresponds something (nothing can be known independently of a cause of its being, in essence, or in existence); (2) The order of ideas is the same as the order of things (a thing is known only by knowledge of its cause) (Deleuze, 2005, p. 115).

Following in the seventeenth century, Baruch Spinoza (1677/1876) developed by the quiet favorite aspect of the passions as disturbing interventions and emphasized that they can be seen as essential and legal happenings. He is one of the principal interpreters of the opinion that the intensities are significantly conative, that is, obtained from motivational powers, just as Aristotle and Hobbes had affirmed before him. For Spinoza the emotions – happiness, sadness, and excitement – are all descended from the drive to self-preservation, to keep one's presence (Mandler, 2003, p. 158).

Maidansky (2018)'s study reconsiders the destiny of Spinoza's beliefs in cultural-historical science from the late works of Lev Vygotsky to Evald Ilyenkov. Following Spinoza, Vygotsky estimates pretend to be the alpha and omega of all mental improvement. The basic difficulty both of Ethics and of Vygotsky's latest papers is the alternative to spontaneity employing the responsible mastering of affects. Vygotsky died before he could carry out his project of a "new psychology" based on Spinoza's idea of man. His followers were not able to sustain his studies.

Fabbriches (2019) connected Spinoza, Emerson, and Peirce in the viewpoint of, Pragmatism to rich, how to influence would-be willingness to perform.

Celermajer (2019) details on studies of Spinoza in the connection of a political way. According to Celermajer (2019), "Drawing on Spinoza", the report examines the effective obstacles to the uptake of perceptions and their correlate applications that necessitate impelling ahead agent-centric specifications for serious offenses. Consequently hard as passion, resentment, and guilt establish the person and more extensive institutional fields, they will nearly necessarily force us to a special type of little causal investigation and perform different kinds of preventative acknowledgments that resemble as forsaking of our responsibility to operate criminals capable for their actions.

Nicolás and Johnson (2019) emphasize the significance of emotional education. Educational psychology's prominent issue is appreciating, reacting emotional uniqueness of objects in the educational atmosphere.

As Strom et al. (2018) asserted the people who are in a school environment business should prepare educational society from students to parents even education itself to think variously.

From the experiences and fictions, Nadler (2019, p. 554) asserts that there is a small discrepancy between that is the lowest grade of perception, indoctrinated in the thoughts and fancy. According to Monaca (2018), indicate that not only Spinoza by his life but also his works as in the case of Ethic' Spanish poet misconceived.

Robbins (2018) studied theological look to heresy between Spinoza and popular rock Singer Prince (born 1958-died 2016). He achieved out that heresy today is the greatest part of futility. And it is accurately such waste, investment, and nonproductively that we most need. The loser is our only choice. Moreover more, it is our unique goal.

### *Psychodrama*

Jacob Levy Moreno was born in Bucharest in 1889 and died in New York in 1974. Moreno, the explorer of interpersonal relationships in the fields of sociometry, group therapy, psychodrama, and sociodrama, invaded the field of family therapy when he wrote "Interpersonal Therapy and the Psychopathology of Interpersonal Relations" (Farmer, 1995).

The theory of spontaneity was first presented to psychotherapy by Moreno (1953) who recognized it as the main subscriber to happiness. His theory and the sort of group therapy (psychodrama) he formulated are based on the assumption that a spontaneous person is a rationally healthy one. Moreno's (1953; 1964) theory held that the method pointing to well-being begins with a spontaneity that triggers creativity that expires in performance. Interestingly, both Moreno (1953), an antagonist of psychoanalysis, and Fiumara (2009), a psychoanalyst, are in harmony on one point, that is, the sense of spontaneity and its connection to creativity (Stadler, Wieser, & Kirk, 2016). Spinoza's notice of effects affecting human topography (Curti et al., 2011).

Orkibi (2019) examined Moreno and his studies as an assertive psychodrama in a framework of application and experimentation. Garber (2019) described Moreno by compeering Galileo and Newton in a look to in the rational and humanitarian sciences is the sociometry.

Affections of body geography as Curti et al. (2011) symbolized and it's the individual universe as Spinoza address before Moreno's psychodrama and sociometry are conflicts of cosmos.

Spinoza likewise pulled attention to how teacher education should be (Shann, 2014). Education is a leading role in perspectives. Everything the significant considerations of Spinoza to satisfying decency in the perceiving in mortality. As Dahlbeck (2015) challenges (1) the reproduction of affect is key to perception Spinoza in an educational perspective and; (2) that instruction, in a Spinozasian meaning, includes the act of extending the proper amount of protection.

The interrelation of ethnicity and geographic region affects people (Kraftl, 2015). Similar viewpoint, spontaneity different is the fundamental notion in both performances. Spinoza firstly registered spontaneity as a philosopher whereas Moreno highlighted it more as a therapeutic and humanities scientist (Christoforou & Kipper 2006).

Perspective and psychodrama were compared in terms of Baruch Spinoza and Jacob Levy Moreno's point of view. All nodes and concluded themes conducted in educational psychology.

#### *Educational Psychology*

Educational psychology is centered mostly on the applicability of psychological sources to the subject of human learning and growth in educational surroundings. Educational psychology is actively interested in examining the complexity of learning and student properties crosswise various methods and sociocultural frameworks. The range of educational psychology has had a principal impression in nursing to qualify children for surviving in a frequently distinct, global world of fast innovation.

The scientific discipline concerned with the development, evaluation, and application of principles and theories of human learning (Moreno, 2010, p. 7).

This study investigated how Spinoza and Moreno come together towards educational psychology within their studies. At the beginning of 21st-century schools are more crowded more different and more distinct and this is reflecting worlds of emotions. Different perceptions with the help of psychodrama could be educational psychology issues by itself. We should try psychodrama, we should make every single class a stage to interact with young Spinozas and Morenos together.

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## Основи заглиблення в шкільну взаємодію

### Усаклі Х.<sup>1</sup>

<sup>1</sup> Сіноп університет, Туреччина

### Анотація

**Вступ:** Як прикладний термін освітня психологія пов’язана з розвитком, навчанням, мотивацією та груповим педагогічним процесом загалом. Хоча ідеологи Бенедикт Спіноза і Якоб Леви Морено безпосередньо не писали про школу та освіту, їх роботи принесли велику користь освітній психології. У цьому дослідженні йдеться про те, як люди набувають перспективи та розрізняють їх.

**Мета дослідження:** Стимулювати різні етапи шкільного досвіду з точки зору двох впливових філософів, інженерів сучасного суспільства

Спінози та Морено, як Азеведо робив це раніше в іншій перспективі.

**Матеріали і Методи:** Дослідження розроблено як якісне. Крім двох базових книг про Спінозу та Морено, досліджено тридцять публікацій у наукових журналах. Окрім того, в дослідженні описувались згідно з цими книгами та науковими статтями орієнтири щодо розуміння сутності освітньої психології.

**Результати:** Під час навчання студенти, викладачі та багато пов'язаних між собою людей присвячували велику частину свого повсякденного життя зустрічам один з одним та участі в рольових іграх. Перспектива є основною темою для Спінози, а психодрама для Морено. Освітня психологія – це все те, з чого складається структура навчальної душі. Три чіткі теми,

перспектива, психодрама та взаємодія, перетиналися між собою. Це дослідження показує, що перспектива – це бачення, психодрама – це існування, а взаємодія – це життя.

**Висновки:** З точки зору освітньої перспективи, плідна і змістовна взаємодія повинна підтримуватися між людьми. Саме перспектива та психодрама можуть сформувати бажане порозуміння між учнями, вчителями, батьками та іншими особами, пов'язаними зі школою, на підґрунті освітньої психології. Можна рекомендувати школярам отримати досвід психодрами, щоб вони побачили інші перспективи, зрозуміли один одного, щоб поділилися добром.

**Ключові слова:** перспектива, психодрама, освітня психологія.

**Table 1.** Expressionism in Philosophy: Spinoza, Index Pages 429–436 (Deleuza, 2005).

Words	Words	Words	Words	Words
Abraham	Blind	Death	Facie	Individuation
Absolute	Blood	Definition	Facility	Infinity
Abstraction	Bodies	Degrees	Falsity	Inherence
Accidents	Body	Dementia	Fichte	Intelligence
Accidents	Boehme	Demon	Fiction	Intelligible
Action	Boleyn	Descartes	Fiend	Intension
Active	Bonaventure	Designate	First	Intensity
Active	Boyle	Desire	Formal	Intensive
Adam	Cartesians	Dionysius	Forms	Intrinsic
Adequacy	Caters	Distinction	Fortuity	Intuition
Aeration	Causal	Distinctness	Fortuna	Involution
Agrippina	Causality	Divine	Freedom	Involver
Analogy	Cause	Duration	Friend	Isonomy
Analytic	Cessation	Duty	Genus	Jacob
Anomalism	Childhood	Dyads	Geometry	Jo
Anthropomorphism	Christ	Eckhart	Gift	Joyful
Antiquity	Christianity	Emanation	God	Judaism
Apophysis	Cicero	Emanative	Good	Kant
Apostles	Citizen	Eminence	Grammar	Kantianism
Apriority	City	Eminent	Habits	Kaufmann
Aptitude	Clarity	Empiricism	Harmony	Kind
Aquinas	Clytemnestra	Equality	Hatred	Kinds
Arab	Cognoscenti	Equivocation	Hegel	Knowing
Arcane	Commandments	Erect	Hobbes	Knowledge
Aristotelians	Common	Erigena	Homo	Language
Aristotle	Comparison	Essences	Humanities	Law
Arnold	Complicate	Essential	Hypostasis	Leibniz
Artist	Complication	Eternity	Idea	Logic
Atheism	Composition	Evil	Identity	Logos
Atoms	Conatus	Evolution	Image	Love
Attributes	Concatenation	Existing	Imagination	Lucretius
Augustine	Connation	Exodus	Imagining	Malebranche
Authority	Connection	Explicate	Imitation	Man
Automaton	Consciousness	Explication	Immanence	Many
Avicenna	Contract	Expressionist	Immanent	Material
Axiom	Convertibility	Extension	Immanent	Materialism
Beatitude	Creation	Extensive	Immortality	Mathematics
Being	Creator	External	Imperative	Mechanism
Bergson	Creatures	Extrinsic	Implication	Meditations
Bible	Culture	Eye	Impotence	Memory
Biology	Damascus	Fabric	Indicative	Metaphor

(continued)

**Table 1.** Expressionism in Philosophy: Spinoza, Index Pages 429–436 (Deleuza, 2005) (continued).

Words	Words	Words	Words	Words
Metaphysics	Occasional	Prime	Rived	Substantial
Method	Ontological	Privation	Sad	Sun
Metonymy	Optimism	Proclus	Sadness	Superstition
Middleage	Order	Production	Saint	Symbolism
Mirror	Orestes	Proof	Salvation	Symbolization
Modal	Osteen	Prophets	Schelling	Synthetic
Model	Pantheism	Propriety	Scholasticism	Tetra
Modus	Parable	Protests	Schuler	Theism
Monad	Parallelism	Proximate	Sciatica	Theology
Monism	Parmenides	Pseudo	Scottish	Thinking
Moral	Participation	Rapidity	Second	Third
Moses	Passions	Ratio	Shade	Thomism
Movement	Passive	Rationalism	Sign	Thought
Mover	Passively	Real	Signs	Tradition
Multiple	Perception	Reason	Similitude	Transcendence
Mutton	Philosophy	Recognition	Simple	Truth
Myth	Physics	Reformation	Sin	Tyranny
Names	Pietas	Regis	Sluicing	Understanding
Natural	Plato	Relations	Solomon	Unity
Naturalism	Platonism	Religion	Solute	Universals
Nature	Platoon	Remote	Soul	Universe
Necessity	Plotinus	Renaissance	Souring	Utility
Negation	Poison	Representation	Sovereign	Vacuum
Negative	Political	Resemblance	Species	Violence
Nero	Possibility	Resident	Spiritual	Virtanen
Nietzsche	Possible	Rest	State	Voice
Notions	Posteriori	Revelation	Stoicism	Wisdom
Object	Potential	Revelatory	Structure	Word
Objective	Power	Rights	Suarez	

**Table 2.** The Essential Moreno: Writings on Psychodrama, Group Method, and Spontaneity, Index Pages 235–240 (Moreno, 1987).

Words	Words	Words	Words	Words
Abreaction	Artist	Cleavage	Creativity	Dramatic
Acceptance	Assignment	Cohesion	Criteria	Dream
Acquaintance	Atom	Community	Criterion	Dyad
Act	Attraction	Composition	Cultural	Dynamic
Action	Audience	Concept	Deconservation	Each
Active	Auxiliary	Concretization	Defined	Eastern
Actor	Beacon	Conflict	Delicacy	Effect
Advantages	Beethoven	Confronting	Delusions	Efficiency
Agent	Behavior	Consciousness	Dementia	Egos
Aide	Behaviorism	Conserve	Demonstrated	Embodiment
Alcoholics	Binder	Contact	Development	Emotion
Alcoholism	Body	Contraindications	Diagnosis	Emotions
Analysis	Case	Contribution	Diagram	Empathy
Anchors	Catharsis	Control	Diagrams	Emphasis
Anxiety	Change	Cosmos	Dignity	Encounter
Application	Chart	Couch	Director	Energy
Approach	Charting	Counconscious	Disequilibrium	Equilibrium
Approaches	Child	Counterrales	Disorders	Expansion
Aristotelian	Children	Couples	Distance	Falling
Aristotle	Choice	Creative	Double	Family

(continued)

**Table 2.** The Essential Moreno: Writings on Psychodrama, Group Method, and Spontaneity, Index Pages 235–240 (Moreno, 1987) (continued).

Words	Words	Words	Words	Words
Fantasy	Limitations	Outpatient	Refugees	Storyteller
Fear	Limited	Pairing	Rehearsal	Stress
Field	Living	Paranoia	Rejection	Structure
Fixation	Locus	Parapsychology	Relations	Studies
Focus	Love	Part	Relationship	Study
Frame	Management	Participant	Religion	Subject
Freedom	Manic-depressive	Participation	Remnants	Subjective
Freud	Mankind	Patients	Repetition	Subjectivity
Future	Marital	Passive	Repulsion	Substituting
Geographical	Marriage	Past	Research	Surplus
Genesis	Martin	Pathology	Researcher	Symbolic
Genetics	Marx	Patient	Resistance	Symphony
God	Marxism	Phases	Responsibility	Synthetic
Group	Matrimonial	Phenomenon	Reversal	System
Guide	Matrix	Philosophical	Role	Table
Hallucinations	Measurement	Physical	Roles	Technique
Healing	Mental	Placement	Scene	Techniques
Helen	Merging	Player	Schizophrenia	Tele
Helping	Method	Playing	School	Telesensitive
Here	Methods	Postpsychodramatic	Sciences	Telic
Hidden	Microscopic	Praecox	Selection	Termination
Housing	Mirror	Premarital	Self	Test
Hudson	Moment	Principle	Sensitive	Testing
Hunger	Monks	Privacy	Session	Theatre
Hypnosis	Morale	Problem	Setting	Theory
Identification	Moreno	Procedure	Sharing	Therapeutic
Identity	Motivation	Procedures	Social	Therapist
Illness	Mutual	Production	Sociodrama	Time
Inadequacy	Narcissistic	Projection	Sociodramatic	Touch
Individual	Nature	Prostitutes	Sociodynamic	Training
Individualism	Near-sociometric	Protagonist	Sociogram	Transference
Industrial	Networks	Provocation	Sociograms	Treated
Industry	Neurosis	Psychiatric	Sociometric	Treatment
Infantilism	Newboms	Psychiatry	Sociometry	Triangle
Informal	Newspaper	Psychoanalysis	Sociotnetric	Type
Inspiration	Ninth	Psychodrama	Sododrama	Types
Institutions	Noncooperative	Psychodramatic	Sodogram	Unconscious
Integration	Nontreatment	Psychological	Sodometric	Unfulfilled
Interpersonal	Nonverbal	Psychology	Source	Use
Intrapsychic	Norton	Psychometric	Sources	Validation
Investigator	Novelty	Psychosocial	Space	Verbal
Involvement	Now	Psychosodal	Specific	Volume
Isolate	Observer	Psychotherapy	Spectator	Warm
Jung	Objective	Purposes	Spontaneity	With
Laughter	Ociometric	Quotient	Spontaneous	Word
Levels	Open	Reality	Stages	Worker
Libido	Other	Reduction	Star	Working
Life	Out	Reference	Starters	World

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