Background and Aim of Study:
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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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 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 (Tăreanu, 2019), linguistics Touber (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-Domènech, 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 (Melnyk, 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.

**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).](image-url)
Figure 2. The book contains Moreno’s 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 compelling 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.

Nicolas 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 percept ion, 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 Ethnic’ 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.

Psycho drama

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 Inter-Personal 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 compreasing Galileo and Newton in a look to 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 Dahliebeck (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 nods 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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**Osnovyi zagalbliennia v shkiilnu vzasmind**

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**Анотація**

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

**Мета дослідження:** Стимулювати різні етапи шкільного освіді з точки зору двох впливових філософій, інженерів сучасного суспільства
Спінози та Морено, як Азеведо робив це раніше в іншій перспективі.

Матеріали і Методи: Дослідження розроблено як жіночий. Крім двох багових книг про Спінозу та Морено, дослідження тривалі публікації у наукових журналах. Окрім того, в дослідженні описувалися згодо з цими книжками та науковими статтями орієнтири щодо розуміння сутності освітньої психології.

Результати: Під час навчання студенти, викладачі та багато інших між собою людей присвячували велику частину своєї повсякденного життя зустрічам один з одним та участі в рольових іграх. Перспектива є основною темою для Спінози, а психодрама для Морено. Освітня рольових іграх. Перспектива є основною темою для разуміння між учнями, вчителями, батьками та іншими особами, пов'язаними зі школою, на підгрунті освітньої психології. Можна рекомендувати школам 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     |
|-------------|-------------|-----------|-----------|
| Abraham     | Blind       | Death     | Facie     |
| Absolute    | Blood       | Definition| Facility  |
| Abstraction | Bodies      | Degrees   | Falsity   |
| Accidents   | Body        | Dementia  | Fichte    |
| Action      | Boheme      | Demon     | Fiction   |
| Active      | Boyle       | Descartes | Fiend     |
| Adam        | Cartesians  | Designate | First     |
| Adequacy    | Caters      | Desire    | Formal    |
| Aeration    | Causality   | Dionysius | Forms     |
| Agrippina   | Cause       | Distinction| Intensive |
| Analogy     | Cessation   | Distinctness| Intensive |
| Analytic    | Childhood   | Divine    | Intuition |
| Anomalism   | Eckhart     | Duty      | Involvement|
| Anthropomorphism | Christ | Dyads     | Involver  |
| Antiquity   | Christianity|EE | Jacobi    |
| Apophasis   | Cicero      | Eckhart   | Joyful    |
| Apostles    | Citizen     | Emanation | God       |
| Apriority   | City        | Emanative | Good      |
| Aptitude    | Clarity     | Eminance  | Grammar   |
| Aquinas     | Clytemnestra| Eminent   | Habits    |
| Arab        | Cognoscenti | Empiricism| Harmony   |
| Arcane      | Commandments| Equality | Hatred    |
| Aristotelians| Common     | Equivocation| Hegel    |
| Aristotle   | Comparison  | Erect     | Hobbes    |
| Arnold      | Complicate  | Eriena    | Homo      |
| Artist      | Complication|Esences   | Humanities|
| Atheism     | Composition | Essential | Hypostasis|
| Atoms       | Conatus     | Eternity  | Idea      |
| Attributes  | Concatenation|Evil      | Identity  |
| Augustine   | Connation   | Evolution | Image     |
| Authority   | Connection  | Existing  | Imagination|
| Automaton   | Consciousness| Exodus   | Imagining |
| Avicenna    | Contract    | Explicate | Imitation |
| Axiom       | Convertibility|Explication| Immanence|
| Beatitude   | Creation    | Expressionist| Immanent|
| Being       | Creator     | Extension | Immanent |
| Bergson     | Creatures    | Extensive | Immortality|
| Bible       | Culture     | External | Imperative |
| Biology     | Damascus    | Eye       | Impotence |
|             |             | Fabric    | Indicative|

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

| 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 | Scatica | 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    | Regis | Sluicing | Understanding |
| Names             | Pietas     | Relations | Solomon | Unity |
| Natural           | Plato      | Religion | Solute | Universals |
| Naturalism        | Platonism  | Remote | Soul | Universe |
| Nature            | Platoon    | Renaissance | Souring | Utility |
| Necessity         | Plotinus   | Representation | Sovereign | Vacuum |
| Negation          | Poison     | Resemblance | Species | Violence |
| Negative          | Political  | Resident | Spiritual | Virtanen |
| Nero              | Possibility | Rest | State | Voice |
| Nietzsche         | Possible   | Revelation | Stoicism | Wisdom |
| Notions           | Posteriori | | | |
| Object            | Potential | Reveulatory | Structure | |
| Objective         | Power      | Rights | Suarez | |

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

| 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 | Consciousness | Disequilibrium | Equilibrium |
| Approaches        | Child | Counterrales | Disorders | Expansion |
| Aristotelian      | Children | Couples | Distance | Falling |
| Aristotle         | Choice | Creative | Double | Family |
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        | Physical     | Roles     | Technique |
| Hallucinations   | Measurement   | Placement    | Scene     | Techniques |
| Healing          | Mental        | Player       | Schizophrenia | Tele |
| Helen            | Merging       | Playing      | School    | Telesensitive |
| Helping          | Method        | Postspsychodramatic | Sciences | Telic |
| Here             | Methods       | Praecox      | Selection | Termination |
| Hidden           | Microscopic   | Premarital   | Self      | Test     |
| Housing          | Mirror        | Principle    | Sensitive | Testing  |
| Hudson           | Moment        | Privacy      | Session   | Theatre  |
| Hunger           | Monks         | Problem      | Setting   | Theory   |
| Hypnosis         | Morale        | Procedure    | Sharing   | Therapeutic |
| Identification   | Moreno        | Procedures   | Social    | Therapist |
| Identity         | Motivation    | Production   | Sociodrama | Time |
| Illness          | Mutual        | Projection   | Sociodramatic | Touch |
| Inadequacy       | Narcissistic  |Prostitutes  | Sociodynamic | Training |
| Individual       | Nature        | Protagonist  | Sociogram  | Transference |
| Individualism    | Near-sociometric | Provocation  | Sociograms | Treated |
| Industrial       | Networks      | Psychiatric  | Sociometric | Treatment |
| Industry         | Neurosis      | Psychiatry   | Sociometry | Triangle |
| Infantilism      | Newborns      | Psychoanalysis | Sociometric | Type |
| Informal         | Newspaper     | Psychodrama  | Sodogram  | Types |
| Inspiration      | Ninth         | Psychological | Sodometric | Unconscious |
| Institutions     | Noncooperative | Psychodramatic | Sodogram  | Unfulfilled |
| 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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