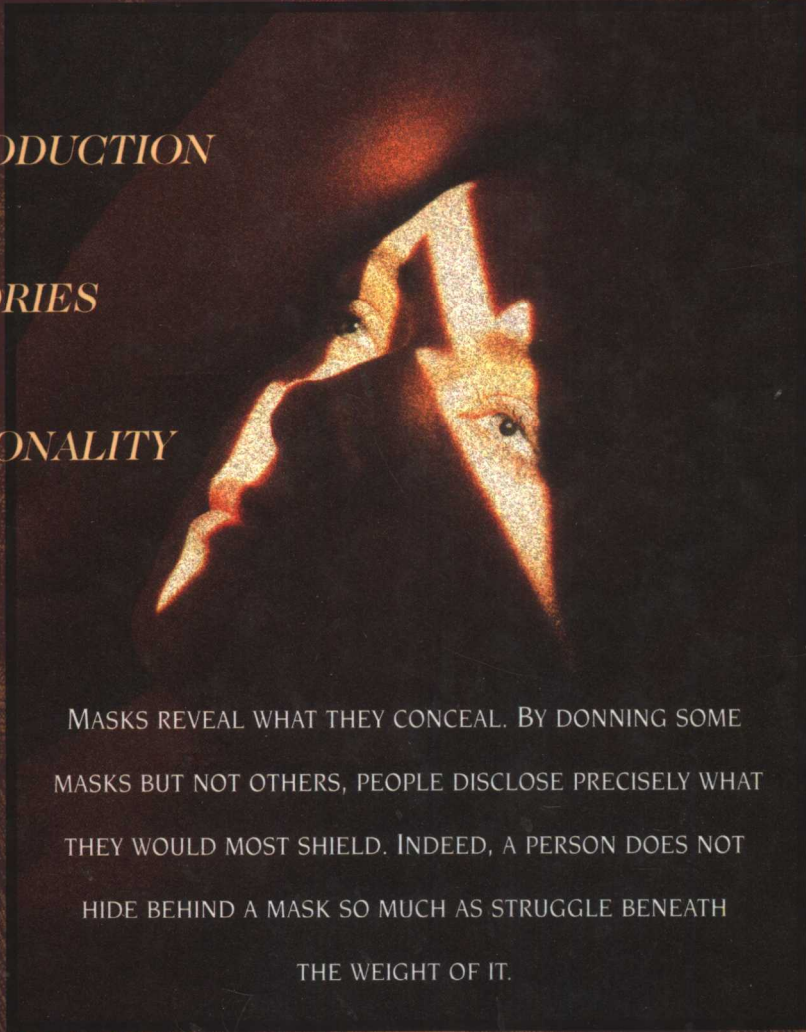


BENEATH THE MASK

*AN
INTRODUCTION
TO
THEORIES
OF
PERSONALITY*



MASKS REVEAL WHAT THEY CONCEAL. BY DONNING SOME MASKS BUT NOT OTHERS, PEOPLE DISCLOSE PRECISELY WHAT THEY WOULD MOST SHIELD. INDEED, A PERSON DOES NOT HIDE BEHIND A MASK SO MUCH AS STRUGGLE BENEATH THE WEIGHT OF IT.

F I F T H E D I T I O N

CHRISTOPHER F. MONTE

Beneath the Mask

An Introduction to Theories of Personality

Fifth Edition

Christopher F. Monte

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PREFACE

Classic theories of human nature are presented here much as each theorist might if the theorist were to teach his or her ideas to people coming into contact with them for the first time. In so doing, *Beneath the Mask 5* preserves the aims and pedagogical style of its four predecessors. A sympathetic approach to theories of personality is not new. What makes the five editions of *Mask* unique is their emphasis on presenting the ideas of personality theorists *developmentally*. A developmental account of a personality theory incorporates the *personal origins of ideas*, the *sequence of the theorist's thinking*, and the *changes that such thinking undergoes* as a theorist expands or modifies ideas.

This developmental emphasis has at least two consequences for teaching personality theories. First, ideas about human psychology proceed from human beings, each with his or her own psychology that shapes the thoughts they think. To be complete and consistent, a developmental approach to theories of personality requires some exploration of how the personal histories, conflicts, and intentions of the theorist entered that thinker's portrait of people. *Mask* emphasized the importance of understanding these personal sources from its first edition. My experience in the classroom with this approach is that it not only leads to fuller understanding of the theories, but that it makes them memorable by scaling them to human proportions. Put another way, *Mask* explores the impact of the personalities of the theorists on their theories of personality.

The second consequence of a developmental approach for teaching is that the efficiency of reducing complex theories to concise summaries of a few basic principles is lost. Gained is the more time-consuming, but also more interesting and exciting, task of following the theorist's creative process, with all of its false starts, puzzling personal questions, and, one hopes, eventual solutions. There is an advantage in this approach that is as subtle as it is certain. Observing the thinking processes of ideamakers is an apprenticeship in cognition: Sometimes totally unaware that they are doing so, readers find themselves inductively reasoning to the solution of a problem as the theorist that they are reading about has done; or they deduce questions, see anomalies, or discover exceptions to a new theory in the way that a previously studied theorist might have done. Attention to thinking about psychological issues, along with its errors and sequential changes, teaches psychological thinking.

New In the Fifth Edition

Substantial revisions have been made throughout *Mask 5* to update the work of theorists who continue to expand their thinking and writing, to incorporate the ever growing historical scholarship that continues to probe the classical theories, and to provide new conceptual tools that permit what I believe is a deeper understanding of these theories of human nature. At the same time, great care has been taken to preserve the continuity of substance and style from the earlier editions. Readers familiar

with *Mask 4*, and even the earlier editions, will find most of the familiar landmarks along with some new signposts. Specific changes incorporated into *Mask 5* are these:

New and Revised Chapters

Chapter 1 (Varieties of Theory and Basic Issues) has been expanded to include a discussion of normal and abnormal personalities. A road map of psychopathology in the form of a *clinical nosology* is provided to help the reader make sense of the majority of theories that refer to psychopathology. The clinical nosology is *compatible* with the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)* but it is also far more conceptual, developmental, and, above all, clearer than the *DSM*. It permits a grasp of the developmental severity of psychopathologies as we currently understand them using cognitive and emotional severity markers, such as reality testing and interpersonal relationships. But the clinical nosology is a teaching tool that avoids overwhelming the learner with clinical jargon or unreliable and invalid taxonomic details.

Along these same lines, Chapter 1 now also includes a discussion of the currently popular *Five Factor Model of Personality* (The Big Five, as it is fondly known by its proponents). The Big Five are presented within a historical context that discusses the Galilean homogenization of “normal” and “abnormal” personality investigation that this model has encouraged.

Chapter 2 (Freud: The Clinical Evidence) incorporates some of the recent historical scholarship on the *real identities of Freud's early cases*, such as Frau Emmy von N. and Fraülein Elisabeth von R.

Chapter 3 (Freud: The Dynamic Model of the Mind) expands the discussion of Freud's distinction between the transference and narcissistic neuroses. A full account is given of Freud's recently published “missing” *12th metapsychological paper* that narrates his evolutionary hypotheses about the origins of psychopathology.

Chapter 4 (Anna Freud: Developments in Ego Psychology and Object Relations Theory) incorporates several different kinds of changes:

- The *personal sources section for Anna Freud* has been updated with new biographical information.
- A conceptual and historical context is now provided for *Object Relations theory*, and the difficulty of distinguishing Ego Psychology from object relations models is discussed. The historical significance of *Melanie Klein and Donald Winnicott* in shaping Object Relations theory is highlighted.
- A full *personal sources section for Mararet Mahler* has been added.

Chapter 10 (Kurt Lewin: Field Theory) is a *new chapter* in this edition and replaces the Rollo May chapter.

Chapter 15 (Watson, Skinner, Miller and Dollard, and Albert Bandura: The Behaviorisms) has been expanded with a *full personal sources section for John Broadus Watson*.

Chapter 17 (So, Which Theory is Right?) has been expanded with a discussion of the parallels between theorists' personal sources and their ideas to emphasize the themes of inferiority and unwantedness that appear repeatedly in the majority of theorists' lives. An *extensive summary table of theorists' concepts and personal sources* is now provided.

Pedagogical Changes

- Further Reading Sections have been updated.
- Chapter openers ("About . . .") and Summaries have been edited to make them more focused and more useful.
- Many figures have been redrawn and expanded for clarity and precision.
- New art has been added to several chapters for enhanced historical detail.
- The *Instructor's Manual* has been completely revised for this edition.

Readers familiar with *Mask* will find much that is changed or expanded, for the better I hope, along with many familiar themes and emphases.

I wish to extend thanks to those colleagues whose helpful comments and suggestions contributed to this fifth edition of *Mask*:

Len Handler, University of Tennessee-Knoxville
 Cooper Holmes, Emporia State University
 Lucy Johnson, Bethel College
 Alfred Kornfeld, Eastern Connecticut State University
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 Terence Tracey, University of Illinois

As always, I have enjoyed working with those consummate professionals, Editors John Haley and Eve Howard, and Production Manager Kathy Ferguson at Harcourt Brace, and the production staff at Impressions. Thanks to Dr. Everett Delahanty, Jr., of Manhattanville College for his reading and rereading major parts of this book through its five editions and for his wise advice and friendship. Dr. Miriam Lewin of Manhattanville College was especially helpful in providing hard to obtain biographical material about her father, Kurt Lewin. I particularly enjoyed our conversations that centered on her personal recollections of the Lewin family. Karen V. Snyder's enthusiasm and editorial and conceptual advice are profoundly appreciated.

C.F.M.

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CHAPTER 1

Varieties of Theory and Basic Issues

Masks are arrested expressions and admirable echoes of feeling, at once faithful, discreet, and superlative.

George Santayana, *Soliloquies in England*

In Confession the sinner tells what he knows; in analysis the neurotic has to tell more.

Sigmund Freud, *The Question of Lay Analysis*

Problem of the Mask: An Illustrative Case

Five-year-old Jean-Mary is either a *uniquely* deceitful, shrewd, vengeance-seeking, and aggressive rascal, or she is an intelligent but *typical* child driven by the press of circumstance to inventive desperation. The difference in interpretation largely depends on the interpreter. When Jean-Mary's own mother describes her, Jean-Mary is a lovable imp. But when Jean-Mary's best friend's mother describes her, she is a spiteful and vicious troublemaker. Imagine the following scene:

Jean-Mary is playing tea party outside her house with her friend Roselle, also age five. During the course of play, between innumerable servings of invisible tea, a dispute erupts that is marked by name calling and some one-sided hair pulling, and it culminates in Roselle's smacking Jean-Mary on the head with a toy broom handle. As Jean-Mary, tearfully surprised, hurt, and somewhat befuddled, bawls uncontrollably, Roselle takes her leave with the ultimate parting shot: "I'm not going to be your friend anymore!" Pique added to injury.

Jean-Mary goes inside her house, where Mommy repairs a wounded pigtail, cleans the tearful little puckered face, and soothes a bruised ego. Somewhat assuaged by Mommy's gift of a few coins for ice cream, Jean-Mary proceeds to the ice cream truck parked on her street and purchases a luscious chocolate éclair pop with a delectably crunchy crushed almond coating. Continuing down the block, delectable almond-covered bait in hand, Jean-Mary approaches Roselle's house and confronts the startled and wary former best-friend-life-long-bosom-for-always-buddy. "I'm not mad, Roselle. Come back to my house to play. See, I bought you an ice cream."

Upon return to Jean-Mary's back yard, Roselle sits contentedly munching her almond-covered goody, and between mouthfuls of ice cream, talks to the other "guests" at the tea party. A rather generous bite of ice cream is interrupted by a toy broom handle brought smartly across the back of Roselle's no-longer-wary little head. Jean-Mary, rejoicing in her revengeful triumph, a happy state marred only by the smallest twinge of guilt, watches Roselle fling down the half-eaten almond-coated chocolate éclair ice cream pop. Roselle has learned an important lesson about the world: Beware of playmates who turn the other cheek and proffer ice cream. Jean-Mary has learned two important lessons: (1) Don't use muscle when shrewdness will do. (2) It is pitiful to waste a perfectly good ice cream on revenge, but it feels good.

The parents of both young ladies come together in mutual hostility and distrust. It is incomprehensible to Jean-Mary's mother that Roselle's mother is unable to see that her daughter is an "instigator." Roselle's mother is convinced that Jean-Mary's unladylike behavior is surpassed only by the ignorance and blindness of her mother. Their mutual communication takes the form of screamed accusations.

Both Jean-Mary and Roselle, the chief characters of this drama, evidence behaviors, reactions, and feelings that can be characterized as *personality*. But what exactly is "personality" in this adventure? Would precise knowledge of the meaning of personality aid in understanding Jean-Mary's and Roselle's actions? To be completely fair, it is important to point out before proceeding that for psychologists, at least,