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**PERSONALITY  
AND  
PERSONAL GROWTH  
SECOND EDITION**

**ROBERT FRAGER  
JAMES FADIMAN**

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# **PERSONALITY AND PERSONAL GROWTH**


## **SECOND EDITION**

**ROBERT FRAGER**

California Institute of Transpersonal Psychology

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 HarperCollins *Publishers*

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Sponsoring Editor: Susan Mackey  
Project Editor: Pamela Landau  
Designer: Michel Craig  
Production Manager: William Lane  
Photo Researcher: Mira Schachne  
Compositor: Com Com Division of Haddon Craftsmen, Inc.  
Printer and Binder: R. R. Donnelley & Sons Company  
Art Studio: Fine Line Inc.

**PERSONALITY AND PERSONAL GROWTH, Second Edition**

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Library of Congress Cataloging in Publication Data

Frager, Robert, 1940–  
Personality and personal growth.

Rev. ed. of: Personality and personal growth /  
James Fadiman. c1976

Includes bibliographies and indexes.

1. Personality. 2. Psychotherapy. 3. East Asia—  
Religion. I. Fadiman, James, 1939– . II. Fadiman,  
James, 1939– . Personality and personal growth.

III. Title. [DNLM: 1. Personality. 2. Psychological  
theory. BF 698 F811p]

BF698.F67 1984 155.2 83-13014

ISBN 0-06-041964-4



*To our wives: Ayhan and Dorothy  
Our children: Ariel, Eddie, Renee, Maria  
And  
to our teachers*

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- National Museum, New Delhi, Art Resources, p. 408; Carlin, Frederic Lewis, p. 440



# PREFACE

Why a second edition? The basic reason for a second edition is to improve the first edition by adding new material and rewriting the overall text. As students have become more sophisticated and demand more from a textbook, we have worked hard to improve each and every chapter, paying special attention to our students' requests to clarify the most puzzling areas. This is a student-driven text, designed by a generation of students for clarity and for personal value.

What do students want from a text and from a course in psychology? A small percentage wishes to emulate the professors, go on to graduate school, and do research and teaching. But the vast majority are interested in improving their understanding of human nature. The percentages were almost the same among psychology majors in a state school, an engineering college, an all-black college, and an avant-garde program in humanistic and transpersonal psychology.

As in our first edition, our aim is to focus on theories and concepts that have the clearest implications for personal understanding. We have stressed the value and usefulness of each theory because it is the positive aspects of a given theory that keep it as part of current psychological thought.

We have also retained the emphasis on experiential learning, because it met with such an enthusiastic response in the last edition.

Chapter exercises provide opportunities for students to personally experience major facets of each theory.

We have made three kinds of changes:

1. We have updated and revised every existing chapter. We have added new primary materials and references. We have also rewritten extensively along lines suggested by colleagues and students.

The opportunity to revise and improve one's work is a gift available only to writers of textbooks. We have taken full advantage of this opportunity and have had the pleasure (and pain) of reviewing



and rewriting, sentence by sentence, section by section, more of the book than we would like to admit.

2. We have taken the material on women (an appendix in our first edition), expanded it, and integrated it into each chapter. At the time of the first edition, almost no text contained any references to the psychology of women, nor did the texts discuss the deficiencies of classical personality theories in that regard. We now feel there is enough known and written to integrate these concerns with the rest of the related materials. We still see it as a gap in most other texts.

3. We have added two new chapters—on Erik Erikson and Karen Horney. These two influential theorists were high second choices for our first edition. In the years that followed, the interest in their work has grown. We have been excited by the vitality of their ideas and have found that students have been pleased with these additions.

Although important new works have been published within almost every theory, we have found more significant new theoretical materials on the psychology of the body than for any other area. In the first edition, we saw this chapter as somewhat radical; but the role of these approaches in therapy and education in the past decade strongly supports our emphasis on this neglected area.

Interest in Eastern thought has continued unabated among students. There is a growing interest among faculty as well. We are pleased to see that a number of other personality texts have followed our example by including a chapter on non-Western thought as if it had always belonged there. It is now an accepted, although not universal, addition to the study of personality to consider cultural viewpoints beyond our own.

Our approach to teaching psychological theory is to focus on the original theory and the original theorist. Once students have reviewed the original and seminal positions, they are empowered to evaluate later variations and commentators with a critical eye.

Although it is tempting to take each theorist and attach to each the current research and cogent comments of the most sophisticated followers, we found it difficult not to pick that research and those commentators who supported our own subjective bias. Instead, we have attempted to encourage students to look at the original theorists and primary sources, and to draw their own conclusions, with the help of their instructors.

The improvements in this edition are due to students and instructors from all over the country who let us know what they wanted improved or simply shared with us better ideas than our own. Any mistakes are ours. Thank you all and please do help us improve this edition as well; such improvement benefits us all.

## **ACKNOWLEDGMENTS**

With gratitude and humility we acknowledge the numerous people who have contributed to this edition. Their help was invaluable in our improving on the work of the first edition.

We are most grateful to our colleague Dr. Kathleen R. Speeth, who wrote the chapter on Karen Horney.

The students in the seminar on Personality and Personal Growth at the California Institute of Transpersonal Psychology went over each chapter line by line. Numerous and sophisticated criticisms and recommendations were a major resource for us in our work on this edition.

We are *grateful* to:

Aggie  
Richard Allen

Diane Moncrief  
Phyllis Moore



Sally Armin	Molly Moore-Sullivan
Pat Baker	David O'Donoghue
Junelle Barrett	John Prosis
Chayim Barton	Ronald Retzlaff
Anne Bell	Chirs Satris
Michael Bennett	Nancy Scheinfeld
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Diana Blakely	Laura Sosnowski
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Bill Fidler	Judith Whitman-Small
Lolly Font	Jody Zeman
Sandra Glickman	
Bonnie L. Greenwell	
Alan Javurek	
Frances Javurek	

We wish to thank Kim Schnurpfeil for her extensive criticism of numerous manuscript chapters. Our manuscript chapters were typed and corrected compassionately and sensitively by Bonnie Miller, Linda Starr, and Nuriya White.

We are grateful to the following colleagues for their professional criticism of the following chapters: Jung: June Singer; Yoga: Swami Sivananda Radha.

We'd also like to thank many psychology teachers across the country who have used our text and given us both encouraging and critical feedback.

Special thanks to Professor Robert Jones, Diablo University; Professor Robert E. Francis, North Shore Community College; Professor Eugene Mathis, Western Illinois University; Professor Solomon Schuck, Monmouth College, who viewed the entire manuscript and made many helpful suggestions.

Robert Frager  
James Fadiman



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# INTRODUCTION

Why did we write this book? We found that students are no longer satisfied with the same personality course that we took as undergraduates. And, frankly, both of us have found that the changing values and interests of our students have supported similar tendencies in our own intellectual development.

We have both been deeply influenced by the growth movement, by experiences with encounter groups, and by exposure to many of the attitudes and values prevalent in the human potential subculture. We have also been personally involved with various Eastern disciplines, with their practical techniques and the various gurus and spiritual guides with whom we have come in contact. At the same time, both of us have remained concerned with academic psychology, with teaching, publishing, and the other intellectual pursuits within academia. Yet we have found that our teaching and our writing have been very much affected by these other influences in our lives. We have included more and more experiential material in our courses, and we have experimented with a wide variety of formats in an attempt to break out of the rigid and passive roles inherent in many of the traditional models of learning.

We have written this textbook to meet student interest in psychology as a body of knowledge that is of practical use in understanding human nature. Psychology has become more popular on campuses across the country in the past ten years not because of the improved quality of psychology research, but because many students are hoping to find within psychology, structure, concepts, theories, and perspectives that will facilitate their own growth and their capacity to adjust to a rapidly changing, diverse society. We confess that, along with our students, we have found many of the current textbooks too technical, too ponderous, or too much concerned with arid academic abstractions to be of much personal value or interest.

## **BACKGROUND**

The terms *personality* and *personality theory* have become limited to a number of theoretical systems integrated into contemporary academic psychology. The standard personality texts all



deal with the same dozen or so theories and theorists. They refer to the same experimental studies and the same body of material, and they reflect a clearly understood and generally accepted academic perspective.

In recent years two new approaches to human nature and functioning have become increasingly important: the human potential movement and Eastern growth disciplines. The impact of these forces on our own thinking has served to expand the limits and range of our approach to personality theory.

The human potential movement, founded in part by Esalen Institute in California and National Training Laboratories in Maine, is now a widely accepted cultural force. New institutions, known as growth centers, exist in most major cities, centers which generally offer intensive and powerful weekend or week-long workshops in various kinds of encounter groups, body-oriented work, meditation, spiritual disciplines, and other experiential systems. More and more colleges and universities now offer experientially oriented courses that stress personal involvement and emotional experience.

The intensive small group experiences that are one of the major innovations of the human potential movement often result in rapid and extensive personality change. Group leaders and participants generally believe that these changes are beneficial and long lasting. Beyond this consensus, there is little agreement among group leaders and others in this movement concerning personality structure, dynamics, or change. Along with the emphasis on direct experiential learning, there has developed an antitheoretical and anticonceptual bias and a deliberate disregard of academic psychology as being old-fashioned or irrelevant. Those in the growth movement generally espouse a fundamental humanistic belief in the individual's capacity for purposeful, positive growth. This belief has become an almost unchallengeable axiom that has not been clearly understood, researched, or documented. The human potential movement has, however, contributed an innovative vitality to psychotherapy and developed a wide range of effective techniques for interpersonal communication, emotional expression, and body awareness. While those concerned with the growth movement have tended to ignore academic psychology, so too have academic psychologists tended to remain ignorant of the movement's very real and important achievements.

It is possible to view the major developments within the growth movement in theoretical terms without losing sight of the goals of self-exploration. As this book was being structured, we realized that the sections in our original outline that discussed the human growth movement became, one by one, subheadings in chapters having solid and congruent intellectual frameworks. For example, the chapter on Perls places the experiential aspects of Gestalt therapy on much firmer theoretical grounds by tracing its antecedents from phenomenology, holism, psychoanalysis, Reich, and Gestalt psychology. While those in the growth movement have steadfastly refused to discuss intellectual antecedents, this does not mean that their positions lack such a foundation. We are attempting to restore the balance necessary for theories to continue to develop beyond their initial charismatic innovators.

The second new perspective on human nature has been provided mainly from Eastern philosophies. Many of the Eastern systems include a theory of personality structure and fundamental rules for behavior and character change. These systems cover many of the same topics as Western personality theories, and they have influenced many of the theories and techniques current in the human potential movement. They tend to deal more explicitly with transpersonal and religious experience and with the role of values and morals in human behavior.



We have chosen to focus our discussion on three particular aspects of the great Eastern traditions of Buddhism, Hinduism, and Islam. Zen, Yoga, and Sufism represent those aspects of each tradition that are most concerned with direct experience and personal growth. They are also among the best known and most influential Eastern disciplines in the West. These disciplines have been summarized and discussed using the same theoretical structure employed for the Western theories.

## **AN APPROACH TO PERSONALITY THEORY**

We believe that each of the theories we have presented in this book has something of unique value and relevance. Each major theorist has isolated and clarified certain particular aspects of human nature. We feel that each theorist is essentially “correct” in the area he has looked at most carefully. The only error that most have made is to argue that they have the very best single overall answer. The major disagreements among personality theorists often seem to resemble the story of the blind men and the elephant. A theory that is based on the study of psychopathology may lack the conceptual tools and the empirical data to deal adequately with the varieties of transpersonal experience. A theory that is primarily concerned with conscious phenomena may not be adequate in explaining dreams and other forms of symbolism. We believe that each theorist has a firm grasp on one part of the whole, but, at times, instead of acknowledging that it is only a part, each tries to convince the others that the portion he holds is either the most important part or that it is the whole elephant.

Each chapter discusses a theory or perspective that adds to our general knowledge of human behavior. We are particularly concerned with the relevance of each theory for understanding human potential and enhancing personal growth and development. We are convinced that in addition to our innate biological pattern of growth and development, each individual possesses a tendency for psychological development. This has been described by various psychologists as a tendency toward self-actualization, an urge for self-understanding, a need to improve one’s awareness and effectiveness—all in order to gain more joy and satisfaction from life.

We have tried to approach each theory as positively and as sympathetically as possible. Each chapter has been read and evaluated by theorists and practitioners from each system; they have helped us in insuring that our treatment is relatively comprehensive and unbiased. We have avoided as much as possible the tendency to criticize or belittle the accomplishments of each theory. Instead, we have tried to highlight the strengths and the effectiveness of each theoretical approach. We have sought to be neither one-sidedly partisan nor unthinkingly eclectic. Our bias has been most pronounced in our choice of theorists. We have included those theorists whose importance and utility is evident to us, and we have left out many well-known theories that seemed less useful and less congruent with the overall aim of this book.

## **STRUCTURE OF EACH CHAPTER**

Each chapter follows this outline:

- Personal History
- Intellectual Antecedents
- Major Concepts



Dynamics  
Psychological growth  
Obstacles to growth  
Structure  
Body  
Social relationships  
Will  
Emotions  
Intellect  
Self  
Therapist (or teacher)  
Evaluation  
The Theory Firsthand  
Exercises  
Annotated Bibliography

We begin each chapter with a discussion of the personal history and the intellectual antecedents of the theorist. We have tried to indicate the major influences on each theorist's thinking, influences rooted in their childhood experiences or adult lives. The main portion of each chapter deals with theory. The first section is a summary of the major concepts. Next is a section on psychological development and obstacles to growth. The third section deals with structure. We have described how each theory deals with the following seven categories: the body, social relationships, will, emotions, intellect, self, and the therapist or teacher. Most theoretical systems have something of relevance for each category. Whenever a category is not a significant part of a theory, we have left it out. For other theories, one or another category forms such a major part of the theory that we have included it under major concepts rather than under structure. We have tried to be consistent, to help readers compare and contrast different theories, but not to be so rigid as to be unfair to the theory.

The next section of each chapter is an evaluation of the theory. As indicated earlier, we have tried to evaluate each theory sympathetically and constructively, in view of its strengths rather than in terms of what it may leave out. Next is an extended passage taken from the theorist's writings or a description of the theorist's therapeutic or growth system in operation. We feel it is important for the reader to be directly exposed to the style and the "feeling" of each theorist. We have also added a number of quotations in the margin of each chapter. We have found that theorists often have unique and fascinating ways of phrasing their ideas and arguments. Thus the use of these quotes has allowed us to present an author's point of view in a very direct way without making the text itself too cumbersome. From time to time a marginal quote may be in sharp distinction to the point of view of the theorist. They serve to add a dimension of contrast and commentary without interrupting the ongoing presentation within the text proper.

The next part of each chapter consists of exercises suitable for either individual or class use. We want you to have the opportunity to "taste" at least some aspects of each theory experientially. We find that experiential and intellectual learning are complementary rather than contradictory processes, and we believe that personal experience of the meaning of an author's concepts can add a dimension of immediacy and interest to each theory.



We are aware that for some of you the notion of exercises at the end of each chapter recalls the seemingly endless “projects” that you have been required to do from grammar school on. While we too drew crayon maps of the routes of the explorers and divided up plastic fruit in order to discover the reality of fractions, we are making a different kind of offer. The exercises have all been tried out and been found helpful by students in our courses. The rationale behind the exercises is to let you experience for yourself what you have been reading. The results have been, in many cases, that students have become more impressed with the power, utility, or validity of a theory through experiencing some aspect of it for themselves.

Finally, each chapter concludes with an annotated bibliography. Our presentation of each theorist is really only a bare introduction to a complex system of thought. We hope that you will pursue those theories that you find most interesting and valuable, and we have tried to facilitate this next step by suggesting those books that we have found most valuable in understanding each theory.

### **LIFE HISTORY QUESTIONNAIRE**

We approach any body of material already primed to accept or reject parts of it. We are to some extent developed and conditioned by past experience.

Before reading this book it may be useful for you to begin to observe some of the major forces that have inclined you to develop as you are. As we proceed you may find that reexamining your answers in terms of various theories may shed light on the theories as well as on yourself. Answer the questions as freely and as fully as you feel will be helpful to you, since this exercise is designed for your own use.

1. Nicknames you prefer (reasons for preference).
2. Ethnic and/or religious identification. If different from your family, comment on the differences.
3. Describe your siblings.
4. Describe your parents (step-parents).
5. Who in your family do you most resemble? How?
6. What's your current life situation—job, living with whom, and so forth?
7. Do you have any recurring dreams/daydreams?
8. What men or women of the past or present do you appreciate and admire most? Why? Whom might you consider an “ideal model”?
9. What books (poems, works of art) have influenced you most? When and how?
10. What events or inner experiences give or have given you the greatest joy? The greatest sorrow?
11. What occupation would interest you the most if you could become whatever you wanted?
12. Is there anything about yourself that you would like to change?
13. What is there about yourself that you especially like?



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# **PERSONALITY AND PERSONAL GROWTH**

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