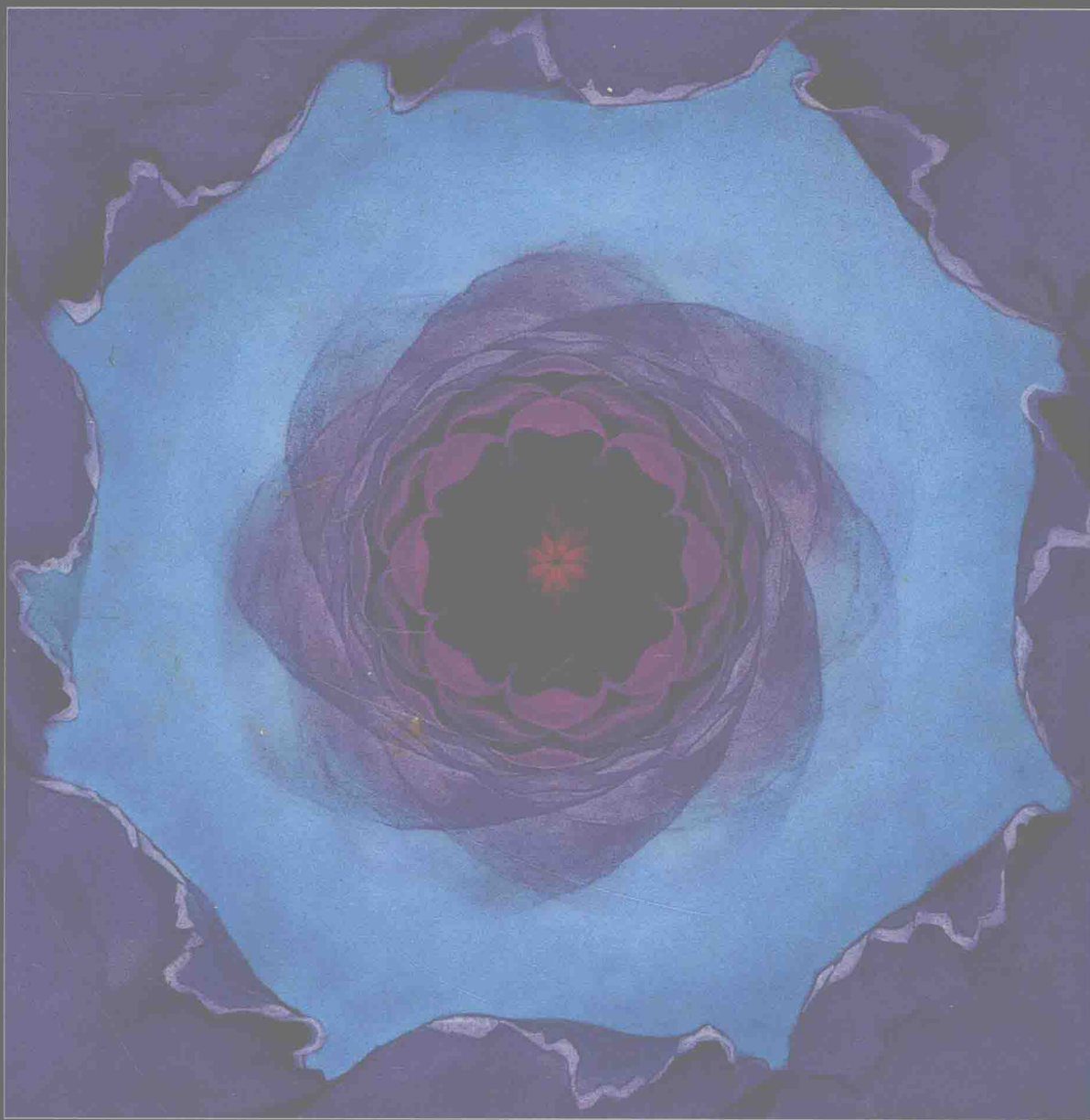


ROBERT FRAGER & JAMES FADIMAN



4<sup>TH</sup> EDITION

PERSONALITY

&

PERSONAL GROWTH

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# Personality and Personal Growth

*Fourth Edition*

Robert Frager  
James Fadiman

*Institute of Transpersonal Psychology*



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*To our Wives: Ayhan and Dorothy  
and Children: Ariel, Eddie, John, Kenan, Renee, and Maria  
and to our Teachers*

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# Preface

Once again we have worked to improve a book that has succeeded as a useful and, above all, *readable* introduction to theories of personality.

Instead of holding to one viewpoint about personality and defending it throughout the text, we have organized each chapter so that it focuses more on the stronger aspects of the theory it presents—the reasons for the theory’s continuing strength and popularity—than on its weaknesses. We encourage students to test the validity or utility of each theory against their own experience and common sense.

Every theory in this book has been tested on thousands of people. Each has helped individuals to resolve personal problems, improve child raising, enhance communication, or support personal growth and spiritual development. Behind every theory included here are active adherents, journals presenting research findings, and training programs; moreover, each theory has achieved wide application. None have been empirically proved, none have been empirically disproved; all have their supporters and critics.

Students have told us that this material is well worth their time. Even if they go no further in psychology, the ideas and issues raised in this book serve them and enrich their lives.

Expert proponents of each theory admit that all the available research does not merit inclusion in their own theoretical reviews. So, too, we have not stressed research in our presentation. Authors whose work we admire but did not cover, such as Gordon Allport, Henry Murray, Rollo May, Albert Bandura, and Walter Mischel, while relevant to current psychology, seem, to us, less relevant to student needs and concerns.

Overall, the changes in the fourth edition focused on making the book easier to teach from and to learn from. We’ve accomplished this goal without sacrificing the emphasis that we have maintained since the first edition: to write a textbook that encourages students to use themselves as the testing stone for each theory, to validate its insights in their own lives, and to come to their own conclusions about the utility and value of each set of ideas.

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## New to the Fourth Edition

The fourth edition has been entirely redesigned, with new graphics, new layout, and many new photos. In addition to the change in design, there are a number of major alterations in the text:

**New Pedagogy:** *Chapter Highlights and Key Concepts* are new pedagogical features we have added to each chapter for the fourth edition. Chapter Highlights, which provide a listed summary of the most important ideas in the chapter, appear after the Theory Firsthand. Key Concepts, near the end of every chapter, present full definitions of the most technical terms used by each theorist. Words defined there are boldfaced at the first major occurrence in the text.

**New Introductory Chapter** *Chapter One: Introduction* is a new chapter designed to help guide students into the chapters on theory that follow. Our approach is made clear: to honor the contributions of each theorist and to validate the unique ways in which each theory contributes to an understanding of human nature. This new chapter offers a detailed discussion of the book's structure and describes why we have organized the material as we have. We explain, too, why it is necessary to expand our awareness beyond white male psychology, and beyond American-European psychology, in order to more fully understand ourselves. Since students also continue to request help in framing their growing interests in Eastern disciplines, this new introductory chapter provides a preview of the extensive coverage of the Yoga, Zen, and Sufism traditions. We discuss the rationale for including transpersonal psychology and the different approaches to states of consciousness still neglected in other personality textbooks.

**New Chapter on Anna Freud and the Post-Freudians** *Chapter 5: Anna Freud and the Post-Freudians* is a new chapter that now covers Anna Freud's life and contributions and details her important work on defense mechanisms—the latter previously found in the chapter on Sigmund Freud. The discussion of Heinz Kohut has been intensively reworked and also appears in this new chapter, along with new coverage of the theorists Melanie Klein and Donald Winnicott by William Brater. Finally, what was, in the previous edition, an entire chapter on Fritz and Laura Perls and Gestalt therapy has been capsulated and placed in this chapter, which highlights only their most significant work.

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## Changes in the Fourth Edition

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**Complete Overhaul of the Horney Chapter by Bernard J. Paris** *Chapter 6: Karen Horney and Humanistic Psychoanalysis* is a complete reworking of the coverage of Horney by her foremost biographer, Bernard J. Paris. Paris, the director of the International Karen Horney Society, is a gifted writer. He breaks down Horney's theory into three separate stages: feminine psychology, beyond the Freudian model, and new ways to understand the genesis and manifestation of neurosis. Paris also articulates the ways in which Horney's ideas have been utilized beyond the confines of psychology.

**Revision of “The Psychology of Women” Chapter by Experts in the Field** *Chapter 9: The Psychology of Women: A Relational Approach* was added to the third edition and has been revised by the same four clinician/scholars from the Stone Center in Wellesley, Massachusetts, who originally wrote this unique chapter. In their revision, a more comprehensive explanation is given on connection and joining as primary human needs. Class, color, and sexual orientation are now more fully considered in their effects on the development of women's personality structures. We regret, and are even dismayed, that ours is still the only textbook in this field to provide a complete chapter covering the psychology of women.

**Revision of Other Chapters** Each of the other chapters has been carefully worked over to improve the writing, strengthen the continuity, and make it easier for students to understand the ideas. A number of new biographies have given us better information and have led to changes in the Personal History sections of nearly every chapter. Topics and

headings in several chapters have been reorganized, and many new examples are offered throughout. Several lengthy quotes within the text narrative have been pared down.

### Changes by Chapter

- **Chapter 2: Sigmund Freud and Psychoanalysis.** Freud's personal history and his work on the ego have been expanded, and a cross-cultural critique on dreams is now included. The sections on the defense mechanisms and on Heinz Kohut have been revised and moved to Chapter 5.
- **Chapter 3: Carl Gustav Jung and Analytic Psychology.** More detail is now provided on Jung's theories of type, archetype, and individuation. We also updated coverage on Jung and Gnosticism, the shadow, spirituality, and aspects of the hero as archetype of mature masculinity. A new dream-analysis excerpt in the Theory Firsthand replaces the previous excerpt.
- **Chapter 4: Alfred Adler and Individual Psychology.** We have updated the information on Adlerian psychology in education, child therapy, and counseling. Additional exercises are included. The previous Theory Firsthand reading has been replaced with an excerpt from Adler's *Social Interest*.
- **Chapter 7: Erik Erikson and the Life Cycle.** New sources on Erikson's origins have been included, and his biography expanded to include the end of his life. More detail is now provided on Erikson's theory of old age. The lengthier excerpt in the Theory Firsthand has been cut, but the "Son of a Bombardier" selection is retained.
- **Chapter 8: Wilhelm Reich and Somatic Psychology.** This chapter has been significantly revised, and the somatic psychology material has been streamlined and more clearly integrated into Reichian theories. A fuller explanation of the various processes of armoring, including a new diagram, is also included.
- **Chapter 10: William James and the Psychology of Consciousness.** We have expanded the sections on James's intellectual antecedents, the spiritual self, and the characteristics of thought. Considerable reformatting of sections and headings has improved the flow of this chapter, and a new section has been added, "The Fringe," offering an alternative to Freud's theory of the unconscious.
- **Chapter 11: B. F. Skinner and Radical Behaviorism.** The Personal History section has been improved, and small clarifications and updates have been made throughout the chapter.
- **Chapter 12: The Personal Construct Theory of George Kelly and Cognitive Psychology.** The chapter has been restructured, and Kelly's contributions to cognitive psychology are more fully described and integrated. Kaisa Puhakka, who revised the chapter, has added new sections on the philosophical assumptions underlying the computer model of human information processing. New excerpts from cognitive psychology theory have been added to the Theory Firsthand.
- **Chapter 13: Carl Rogers and the Person-Centered Perspective.** New biographies have enabled us to provide an expanded Personal History, especially in regard to the last ten years of his international work. Headings have been changed to make it easier to follow the development of Rogers's own shifting emphasis. The Theory Firsthand section has been streamlined to focus on one particularly interesting story.
- **Chapter 14: Abraham Maslow and Transpersonal Psychology.** Additional biographical information has been added on Maslow, and the diagram showing

Maslow's hierarchy of needs has been redesigned for clarity. Material on deficiency and being psychology is now included, and the latest research and theory based on Maslow's work is addressed. We also made extensive additions and edits of the transpersonal psychology section to incorporate results described in recent major publications. A new Personal Reflection, Transpersonal Experience, has been added.

- **Chapter 15: Yoga and the Hindu Tradition.** A new Personal Reflection, The Corpse Pose, has been added, as well as new material on the potential dangers of the role of the guru. The readings included in the Theory Firsthand in the previous edition have been replaced by an excerpt from *Radha: Diary of a Woman's Search*.
- **Chapter 16: Zen and the Buddhist Tradition.** Material has been added on Zen meditation and on the Buddhist concept of enlightenment as the highest human state. The Personal Reflection exercises have been revised, and a review of recent writings on Zen and Buddhism, as well as research and therapeutic techniques based on Zen principles and practice, is now included.
- **Chapter 17: Sufism and the Islamic Tradition.** We have significantly reworked this chapter. The history of Sufism is now clarified, far more detail on explicit Sufi psychology is provided, and the principles behind the role of spiritual guide, and its potential dangers to both practitioners and students of Sufism, are explored. The Theory Firsthand reading has been changed to an excerpt from *Forty Days: The Diary of a Traditional Solitary Sufi Retreat*.

### Updates of Other Features

- **Personal Reflection Boxes.** These boxed exercises, included throughout the chapters of the text, have been retained and their design improved. The Personal Reflections are intended to challenge students to test the ideas of a theorist in their own lives and to address our interest in the personal growth dimension of the personality course. Four new Personal Reflections have been added to the fourth edition, including Transpersonal Experience in Chapter 14, and a number of those retained have been slightly reworded or reorganized for clarity.
- **The Theory Firsthand.** Excerpts from writings by the theorists themselves—case studies or revealing examples of their ideas—follow the text of every chapter and provide students with rich insight into both the theorist and the theory. We have changed some of these first-person readings to give clearer and more vivid examples of each theorist's point of view. New Theory Firsthand excerpts can be found in the chapters on Jung, Adler, Anna Freud and the Post-Freudians, Horney, Kelly, Yoga, and Sufism. We have dropped some excerpts this time, but are happy to retain the very popular and somewhat unusual Theory Firsthand in the Reich chapter, an excerpt from Orson Bean's *Me and the Orgone*, about the actor's experience in Reichian therapy.
- **Margin Quotes.** Throughout the text a number of quotations from theorists, their supporters, and, occasionally, their critics appear in the margins. This feature is retained in the fourth edition, with many new quotes incorporated.
- **Annotated Bibliography and References.** At the end of every chapter we have included an Annotated Bibliography of the most important books, to help students further understand a particular theory, and a References section. We have updated both of these features for this new edition.

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## Instructor's Guide

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The *Instructor's Guide*, a book in itself, includes a greater variety of test questions than necessary. It has material we came across after this edition was completed that we thought valuable and pertinent. This guide has provocative quotes, research, commentaries, news clippings, ideas for parts of lectures, and additional points of view. We have included notes for an additional chapter on Shamanism by Professor Bryan Teixeira of Camosun College, Victoria, British Columbia. His students found it to be a valuable addition to other cross-cultural sections of the text. Teixeira summarizes theory and practices of the world's oldest attempt to describe human personality. Notes for another chapter on Ludwig Binswanger are provided by Professor George Bourne of Shippensburg University, Shippensburg, PA. Bourne offers a clear and engaging introduction to existential phenomenological psychology, in theory and practice. Any instructor may freely copy and distribute these materials as supplements. An outline of each chapter is included, along with media suggestions, additional Personal Reflections for individual or class use, and an extensive selection of true-false, multiple-choice, matching, and short essay questions. Be sure that you request a copy from Addison Wesley Longman. The test items are available on a diskette, with the software improved from the last edition.

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## Acknowledgments

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For this edition we were joined by the gifted developmental editor James Strandberg, who rethought the entire text with fresh eyes and fresh ideas. The result was a good deal more work for us and a better text for you.

We have been fortunate to have had the help of Ann Kearns, project editor, Karen Koblik, photo researcher, Lisa Pinto, developmental manager, Marianne Terrero, marketing coordinator, Cyndy Taylor, supplements editor, Mary Archondes, the text and layout designer, Susan Joseph, our incredible copy editor, and Eric Stano, our benevolent editor.

Special thanks to William Brater, Ph.D., who wrote most of the new material in Chapter 5, and Susan Newton, Ph.D., who wrote the Chapter Highlights and Key Concepts sections and also updated and wrote the new material for the Instructor's Guide.

The manuscript was reviewed by

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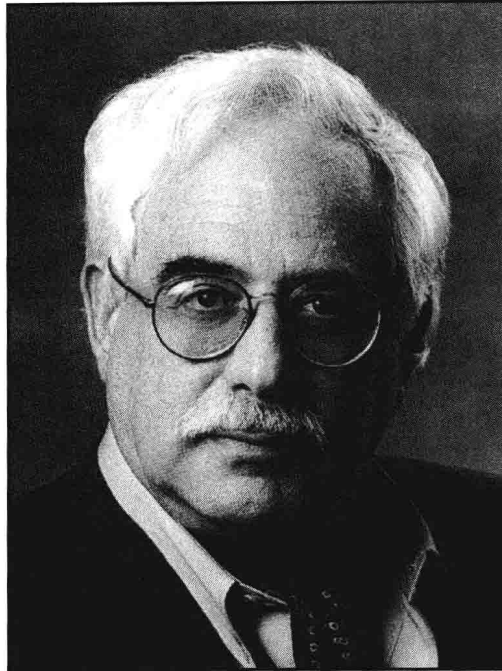
whose suggestions and corrections strengthened major portions of the text and saved us from a number of scholarly gaffs. Any mistakes of fact or emphasis that remain are ours.

ROBERT FRAGER  
JAMES FADIMAN



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## About the Authors

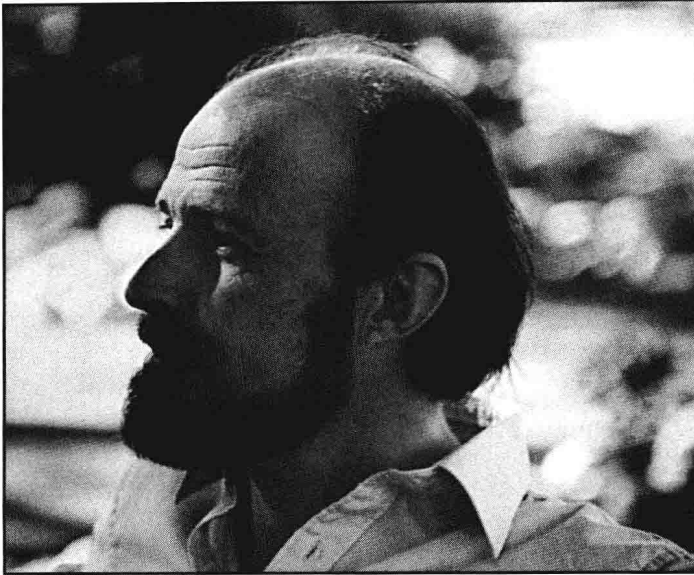


**Robert Frager** received his Ph.D. in social psychology from Harvard University, where he was a teaching assistant to Erik Erikson. He has taught psychology at UC Berkeley and UC Santa Cruz and is the founder and first president of the Institute for Transpersonal Psychology. He is also past president of the Association for Transpersonal Psychology. Author of several books and numerous articles in psychology and related fields, he is currently the chair of the doctoral program at the Institute of Transpersonal Psychology in Palo Alto, California.

I have been fortunate to have met and worked with many distinguished theorists and therapists whose work is featured in this text and have personally experienced Jungian analysis, gestalt therapy, Reichian and neo-Reichian therapy, and Rogerian group work. I have also lived in Zen temples, Yoga ashrams, and Sufi centers and studied and practiced these traditions.

In addition to teaching psychology, I teach the Japanese martial art of Aikido, which I have been practicing for over thirty years. I was a personal student of the founder of Aikido. He was the first of a series of wonderful teachers who have taught me what Maslow called “the farther reaches of human nature.” I also teach Sufism and have recently completed a collection of Sufi stories, teachings, and poetry entitled *Essential Sufism*.

I am married to a wonderful, creative graphic artist and have four children, who are now 27, 24, 13, and 10.



**James Fadiman** received his Ph.D. in psychology from Stanford University and has taught at San Francisco State University, Brandeis University, and Stanford. He has his own consulting firm and offers seminars to executives and educators in the United States and abroad. He has written or edited books on holistic health, goal-setting, and abnormal psychology, is an editor for two journals, and sits on the board of several corporations concerned with the preservation of natural resources.

I have been fortunate in being able to use the psychological and clinical skills I learned in graduate school in a variety of areas beyond psychology. Although I was a college counselor for several years and continue to teach psychology, I have spent more time working as a consultant with scientists and business people. My early research into altered states of consciousness opened me up to discovering the profound wisdom in indigenous and non-Western cultures. My delight was in finding that that ancient wisdom has turned out to be immensely practical.

What I loved about writing this book is that it gave me a chance to put together different points of view that I've found personally useful, even when the creators of these ideas were at swords points with one another.

I'm currently developing a set of classes in creative-problem solving and invention for a major Silicon Valley electronics firm, starting a second novel, continuing to write a series of short stories, and continuing to be involved with several environmental start-up companies.

I've been married for thirty years to a documentary film-maker. We have two children.

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