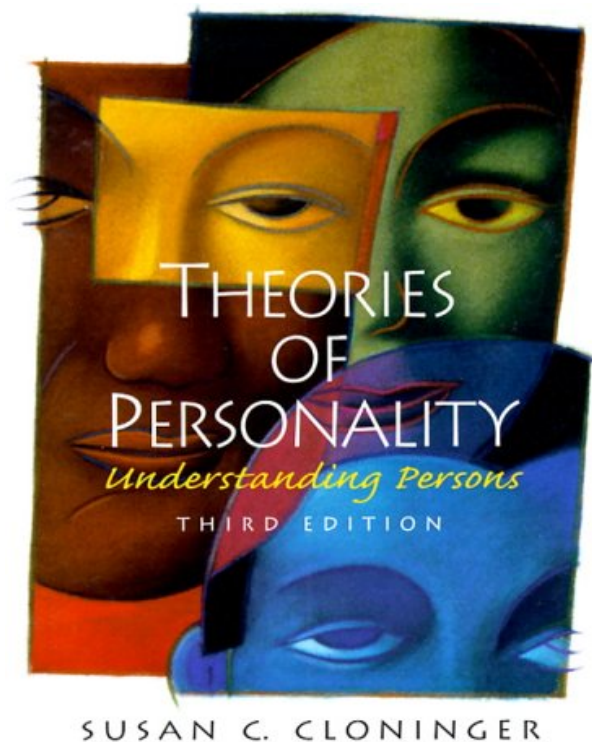
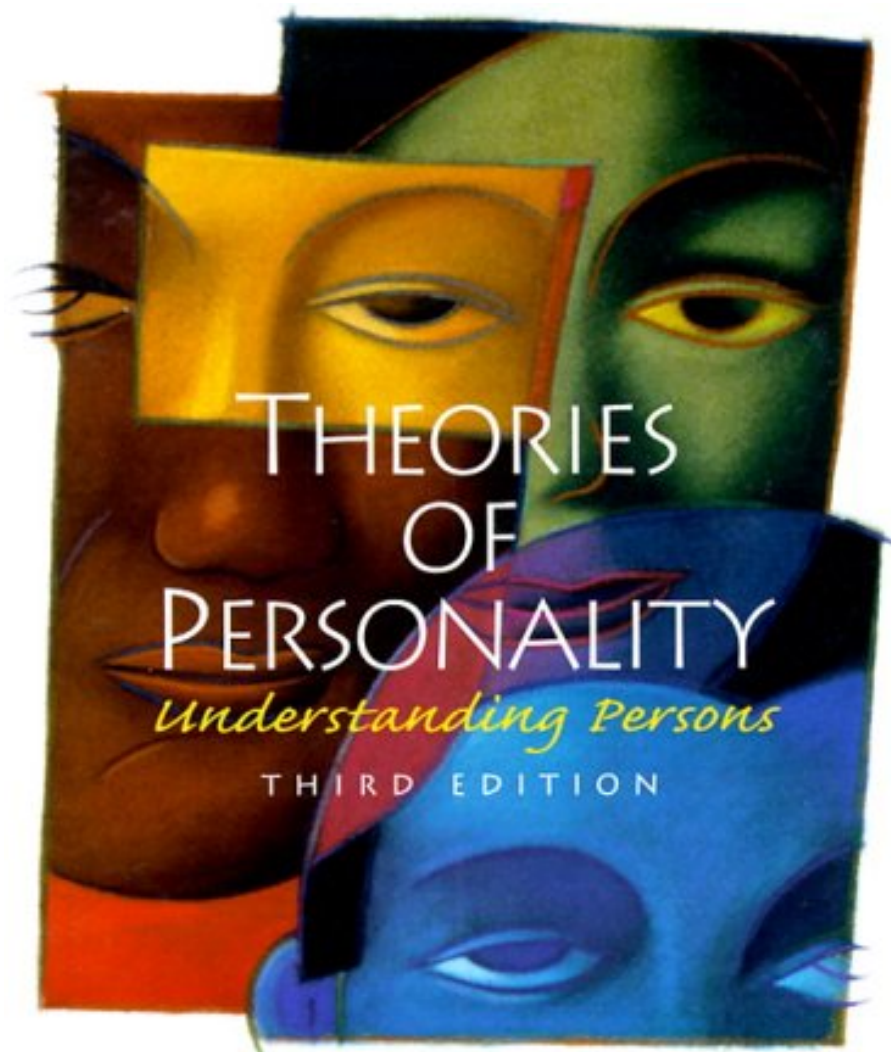


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By Todd Krainin

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If a textbook could be self-actualized, this one is it. Excellent!

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Out-dated Theories

By D. Peterson

I had to purchase this text for my "Psychology of Personality" class. While my online shopping experience was great, I don't even know where to start with the short-comings of the text book. Who in their right mind would choose this as a learning tool?! Not only is it VERY poorly written (it doesn't flow at all, it's so choppy and semantic and boring - this coming from a psych. major - that it's incredibly hard to read, let alone retain the information).

Secondly, the theorists in the book are people like Freud and Jung. People who, granted, contributed a great deal to psychology, but who's theories are NOT used in therapeutic practices in current days. To try to apply them as such is ridiculous.

Lastly, each theorist has their own point of view, and contradicts the other (and themselves most of the time), yet the author seems to uphold the view of each theorist... Which theory is one to assume is the most true? Of course I don't agree with any, but if one were looking for one to choose, one wouldn't know which one was 'the right one'....

It's almost like it was written by some grad student for extra-credit... It's like a REALLY LONG, REALLY bad term paper...

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The Illustrative Biographies that have been a feature of this text since the first edition are now reformatted, in response to reviewers' and teachers' requests for application of several theories to each biography, instead of

only one theory, as in previous editions. So I have placed the biographies within the six Parts of the book instead of within each theoretical Chapter, in order to make systematic interpretation of these personalities from related theories in the same perspective. In addition, each biographical analysis includes suggestions about how theories in other theoretical perspectives could be applied; perhaps students and teachers would like to expand on these suggestions in their classes. Several of these Illustrative Biographies describe people not included in previous editions, and I hope you enjoy reading about them as much as I enjoyed reading their life stories (following the advice of Disraeli, quoted in Chapter 1).

Many reviewers and other advisors have offered helpful suggestions for this and previous editions. Unfortunately I have not been able to incorporate all of their advice, but even the suggestions that are not explicitly incorporated in this edition are incubating in my thoughts about personality and may surface later. Particular thanks to these reviewers, who helped make the transition from the previous edition.: Jeanine Feldman (San Diego State University); Eric Shiraev (George Mason University); Julie Ann Suhr (Ohio University); Eunkook Suh (University of California-Irvine); and Ehsha G. Klirs (George Mason University). Their advice adds to suggestions made by others, as reviewers of previous editions and, less formally; others who have offered advice: Kurt D. Baker (Emporia State University); Mary Louise Cashel (Southern Illinois University at Carbondale); George Domino (University of Arizona); Bernadette Tucker Duck (Chicago State University); Maria J. Lavooy (University of Central Florida); Thomas J. Martinez, III (private practice); Tom M. Randall (Rhode Island College); and Arthur W. Staats (University of Hawaii). Others have also helped by sending papers and books.

I am fortunate to work with great editors and their assistants at Prentice Hall. Thank you, Stephanie Johnson, Jill Liebowitz, Jeff Marshall, and many others, for attention to myriad details (such as procuring photographs and producing a cover). Bruce Hobart at Pine Tree Composition is again overseeing the production of the book from the manuscript, much to my delight, as he has done in each of the previous editions. Each time, the physical layout of the book becomes even more pleasing.

For many years, my students have been applying personality theories to biographies, and autobiographies, and listening to more personal applications and speculations than I dare to present in print. Their curiosity and quest for truth continue to energize me and to help me decide which old ideas are still useful, which should be set aside, and which need to test intuition with empirical research. In some cases, the biographies students have chosen to analyze for course assignments have inspired my choices for this new edition, though the interpretations are my own.

As I write these remarks, the world is debating the future of the Middle East and America's military actions. The memory of the terrorist acts of September 11, 2001 still haunt us. My son stood close enough to New York's World Trade Center during the attack to witness the horror of it, and that close call, especially since it came not long after my father's death, gave me a greater appreciation of the precious yet fragile gift of peace. Many people responded, as terror management theory would predict and as my student Cindy Smith verified in her honors research, with a surge of patriotism. The study of individual personalities, exciting as it is, must be supplemented by insights from other disciplines if we are to live wisely; personality dynamics sometimes resonate on the drums of history, and our continuing search for understanding has an urgency.

Susan C. Cloninger

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