Book Reviews

Psychotic. Psychiatric nomenclature may have some limitations, but there are important benefits as well, which should not be ignored. Similarly, the distinction between positive and negative syndromes in schizophrenia, which has important prognostic implications, is also overlooked. Finally, the authors do not discuss the role of multimodal treatment, when psychotherapy is combined with medication. Almost no mention is made of medication, although it is evident in many of the case histories that patients were on high doses of neuroleptics. I would have appreciated some guidance about timing of interventions in terms of the patient’s response to medication.

Cognitive Therapy for Delusions, Voices, and Paranoia provides numerous case histories that effectively illustrate the recommended interventions and theory underlying psychotherapeutic technique. These clinicians spend a good deal of time talking with their patients, not merely to monitor symptom status, but to understand them as people. This is an important lesson for all of us. How to confront well-crystallized and firmly maintained delusions is a thorny psychotherapeutic problem. In sum, Chadwick et al. offer a sensible and thoughtful framework for dealing with these difficult, treatment-resistant individuals.

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SCOTT WETZLER, PH.D.


Those of us stimulated and even enchanted by Robert Kegan’s 1982 book The Evolving Self (Harvard University Press) have been waiting for further elaboration as well as rectification of the intriguing constructive-developmental theory that the book espoused. Robert Kegan, senior lecturer at the Harvard Graduate School of Education and a nationally known educator, has now written a second book, In Over Our Heads, with exactly this purpose, addressing “the most familiar challenges (p. 7) to the theory, as well as expanding the stage theory which The Evolving Self had delineated from infancy to adolescence, further from adolescence through the adult life cycle.

Constructive-developmental theory delineates a person’s level of meaning-making that is “the organizing principle we bring to our thinking and our feelings and our relating to others and to . . . parts of ourselves” (p. 29). Kegan views meaning-making as being constituted by particular kinds of subject-object relationships. “Subject” refers to elements we are “embedded in . . . and . . . cannot be responsible for” (p. 32), while “object” is outside of us “distinct enough from us that we can do something with it” (p. 32).

Kegan has now come to call this development “the transformation of consciousness” and takes us step by step from Consciousness 2 to Consciousness 5. Consciousness 2 characterizes adolescents, embedded in their egocentric needs which must move from subject to object before Consciousness 3, signalling the mastery of civic responsibility, can be achieved. Yet, Consciousness 3, still embed-
ded in Traditionalism, works best in a stable culture in which the community lays down clear standards and provides appropriate and highly visible universally accepted models, which is not the case in our current society. Modern life, which the author views as pervading our current climate in the name of Modernity, will be mastered more competently in Consciousness 4, in which relationships must move from subject to object, from being one’s relationships to having them, being one’s roles and rules to becoming more of one’s own agent. The author addresses in chapter by chapter the major tasks of adulthood, such as Parenting (chapter 3), Partnering (chapter 4) Working (chapter 5) Healing through psychotherapy (chapter 7) continued Learning (chapter 8) to show how the demands of modern life frequently exceed “the capacities of the adult mind” (p. 5). He calls these demands the difficult curriculum of our Western culture and suggests by the title of the book that many of us tend to be “in over our heads,” arrested in Consciousness 3 when Consciousness 4 is called for.

Level of Consciousness should throw a new light on how we manage daily life. What we need, Kegan suggests, is not all the technical guidance provided by the “how to” literatures, but adult education, whether in its explicit or implicit guises, that is not informational but “transformational” (p. 23).

Mental health professionals might be alarmed by Kegan’s suggestion that persons functioning in Consciousness 3 can learn to understand possible causes and connections for their difficulties, but at that level they are their problems, and it is only when problems move from subject to object in Consciousness 4 that they can be dealt with.

Kegan’s highest goal of development is Consciousness 5, rarely if ever achieved, and certainly not before midlife, described as a way of meaning-making which characterizes Postmodernity. Part IV deals with an interesting description and the challenges of Postmodernity, which Kegan creatively divides into deconstructive and reconstructive phases. Conflict, here, between individuals, genders, races, even nations, in Consciousness 5, is no longer dealt with through mutual tolerance and acceptance of differences, but as a signal that one’s own position is not whole or complete, but should be complemented and enriched by its very opposite. While this is an admirable and seductive picture, Kegan himself warns us that most people are struggling to move from Consciousness 3 to Consciousness 4 and are baffled by the next step. He thinks it is both unwise and unfair to suddenly expect and demand a position of Consciousness 5, especially when addressing young adults or the concerns of formerly oppressed groups who have only recently found their own Consciousness 4 voice. It is ironic that Kegan embraces the concept of a multiple and divided self, yet assures us that our meaning-making, at least when we feel at peace with it, is always across the same level of Consciousness across all the self’s domains.

Kegan was resolved to make this book’s style and language highly accessible and he has succeeded in this goal. His many case vignettes should dispel any theoretical difficulties. In describing the needed transformations of adult meaning-
making, the author, a compelling, persuasive educator, teaches us how to achieve
them, which might actually be the hidden curriculum of this book. Robert Kegan
has achieved the difficult task of matching his first masterful book with a second
one of equal interest and originality.

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SOPHIE FREUD, MSW, PH.D.

ELLEN HERMAN: The Romance of American Psychology: Political Culture in the Age

The Romance of American Psychology reveals what some call a dirty secret and
others call common, but rarely written-about knowledge. The book reviews with
great clarity the financing during World War I and World War II of much clinical
and experimental psychology and psychiatry by the military. Critical questions are
asked: Did this funding corrupt the researchers and affect research outcomes by
placing them inside of the military industrial complex? How did policy research
develop and what were some of the pitfalls? How did the need for strong armed
forces lead to research and resultant policy changes in the society at large in such
areas as discrimination, education, and poverty?

Introductory chapters present Herman’s way of seeing the issues as a whole. A
number of subsequent chapters summarize the contributions to psychology and
psychiatry that have resulted from defense funding of psychology research.
Beginning in World War I, psychological intelligence tests were introduced. The
results of these studies shocked the military, leading to an abiding interest in
improving the quality of recruits and draftees. Many of the readers of this journal
may know that by World War II, psychological tests were extensively used for
screening, selecting, and assigning service people. Test-based screening is now
widely used in most employment situations.

A second contribution developed out of the work with “shell-shocked” sol-
diers. What clinicians first thought of as just shell-shock came to be seen as a group
of related character, personality, and anxiety disorders, including PTSD and
borderline personality disorder with their accompanying depression, all of which
are now thought to be caused by trauma during development. Military work with
shell-shocked soldiers was one major factor leading to the demand and growth for
clinical practice throughout society.

A third impact of defense-related support has been on basic experimental
psychological research. There is no question that the Office of Naval Research
(ONR) and Advanced Research Projects Agency (ARPA) were instrumental in
providing money for much outstanding psychological research ever performed.
Certain fields, such as psychophysics, signal-detection theory, color theory, and
scaling, acknowledge the Defense Department as the funding source. Curiously,
although the book points out how much was discovered under the sponsorship of
the Defense Department, much of the research was so basic, that it would be hard
to imagine a quick application. For example, how could Luce’s (1959) work on the