

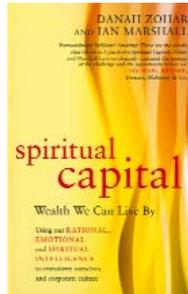
BOOK REVIEWS

If you would like to review a book for *The Psychologist*, contact Mike Thompson on mictho@bps.org.uk. Publishers should send advance title information and books for possible review to *The Psychologist* at the Leicester address.

The spirit of Maslow

BOTH of these books acknowledge their debt to Abraham Maslow, whose pioneering work in positive psychology pre-dated the current work of Seligman and others by many years. The Whitton book makes it clear that the spirit of Maslow runs right through all the many versions of humanistic psychotherapy, such as person-centred, gestalt, psychodrama, experiential, existential, and so forth. The Zohar and Marshall book takes the Maslow levels and extends them, using the ideas of rational intelligence, emotional intelligence and spiritual intelligence.

We are all familiar with the idea of rational intelligence, and most of us have at least heard of Goleman's emotional intelligence, but Zohar's spiritual intelligence is less well known. The authors define it thus: 'spiritual intelligence is the intelligence with which we access our deepest meanings, values, purposes, and highest motivations'. This was of course fully explained in their earlier book



Humanistic Approaches to Psychotherapy

ERIC WHITTON (ED)

LONDON: WHURR; 2003;

Pb £17.50 (ISBN 1 86156 300 0)

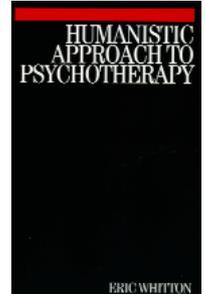
Spiritual Capital: Wealth We Can Live By

DANAH ZOHAR & IAN MARSHALL

LONDON: BLOOMSBURY; 2004;

Hb £16.99 (ISBN 0 74757 047 7)

REVIEWED BY **John Rowan**



(*Spiritual Intelligence: The Ultimate Intelligence*, Bloomsbury, 2000). This book takes the idea further, and explores the question about what happens when we apply the idea of spiritual intelligence to business. This leads to a deep discussion of transformation – what we mean by this, and how it can be applied to society in the broadest sense.

The bit I found most valuable was the extension of the Maslow scale from six to sixteen levels. The authors use this in very interesting and useful ways.

The Whitton book is less speculative and more practical. It is mainly written by Whitton himself, but there are also chapters by Julie Anne Hewson (transactional analysis), Jochen Lude (body psychotherapist), Judy Graham (gestalt), David Jones (using Winnicott and Buddhism), Maria Gilbert (integrative) and Courtenay Young (transpersonal).

The main body of the book starts with a history of the human potential movement, dividing it into first, second and third generations. Then there is a second part, dealing with basic humanistic beliefs such as 'Every human being has essential worth'. We get a chapter on the relationship in therapy and concepts such as respect, empathy, transparency, caring confrontation, the here and now, autonomy, personal growth and self-awareness. There is then a brief chapter on the humanistic therapist as a person, and another on the shadow side of humanistic therapy.

Part 3 is labelled 'Key issues for humanistic therapy'. These chapters are all quite short, as are most of the chapters in this book, but there is a good chapter on boundaries.

Finally, we get a brief chapter by Eric Whitton trying to sum up and say something about the future. This is a very readable book, for the most part, and the shortness of the chapters actually makes it more approachable for most people. Anyone involved in humanistic forms of counselling or psychotherapy would find much to think about here, and much to reinforce – and sometimes to challenge – their humanistic beliefs.

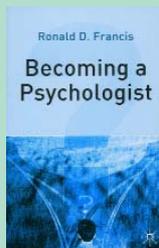
■ *John Rowan is an independent consultant in London.*

CAREER OPPORTUNITIES

THIS book would be particularly useful for a psychology undergraduate or recent graduate, especially if unsure about the specific career that they wish to pursue. It would be less suitable for people who know what they want to do after graduation and how to go about finding suitable work.

Numerous career opportunities are suggested, such as those in the armed forces, teaching and the prison service. Also suggested are the specific psychology posts such as clinical, occupational, educational, and health psychology. Advice for people wanting to conduct postgraduate research is covered, including choice of research topic and supervision.

This book would make a useful reference guide, with many sources of



Becoming a Psychologist

RONALD D. FRANCIS

BASINGSTOKE: PALGRAVE MACMILLAN; 2004;

Pb £16.99 (ISBN 0 33394 956 0)

REVIEWED BY **Louise Glover**

further information cited. The author offers advice regarding how to go about finding work experience and the processes of getting a job. Helpful advice is given from finding career information, writing a letter, through to the interview stages. The section on ethical and professional standards is a must for any aspiring psychologist.

The book is broad in scope, with advice about events and tasks that a psychology graduate may find themselves having to do in their work experience and job. For example, the protocol of meetings is given, and there is useful information concerning public speaking.

■ *Louise Glover is at Edinburgh University.*

Ascending the ivory tower

Psychology 101½: The Unspoken Rules for Success in Academia

ROBERT J. STERNBERG

WASHINGTON, DC: AMERICAN PSYCHOLOGICAL ASSOCIATION; 2004;
Pb US\$34.95 (ISBN 1 59147 029 3)

REVIEWED BY **Jon Sutton**

HAVING abandoned the ivory towers at a fairly early stage, I'm not all that sure what constitutes 'success in academia'. People with a lively research career often seem to find themselves juggling one grant too many; those who get their research out to the true 'masses' can be unfairly derided as populist.

But Sternberg doesn't concern himself with where 'it' is: he's got there and now he wants to share some lessons with young (and not so young) psychologists in academia. As he points out, it's only really the source of the examples that puts 'psychology' into the title, and I would add that for the majority of the book you could leave 'academia' out too. These are fairly general 'self-improvement' lessons, and as such, sentiments like 'Be true to yourself and let others be true to themselves' and 'Remember that there is always room to grow' might not spark

the 'eureka' moment in many readers (particularly not UK ones?).

But it's an interesting enough book to dip into, and the lessons that do seem more strictly academic are the highlights. 'Specialize, but not to the point of losing the forest for the trees'; 'Pick important problems on which to work'; 'Acceptance is not necessarily good, rejection not necessarily bad'; 'Seek syntheses of ideas that on the surface seem incompatible'; all seems like sound advice to me. And most of the lessons can't simply be dismissed as common sense, given how many academics at all stages of their career don't seem to be following them.

There's quite a lot of repetition (for example, I wouldn't bother e-mailing him), but on the whole I'd recommend this book. It's easy to dismiss the advice, but no doubt it's also easy to regret not following it once it's too late.

Creative thoughts

The Creative Mind: Myths and Mechanisms
(2nd edition)

MARGARET A. BODEN

LONDON: ROUTLEDGE; 2004; Pb £13.99 (ISBN 0 41531 453 4)

REVIEWED BY **Ken Gilhooly**

THIS book is a revised edition of a book first published in 1990 and it sets out to explore the possible application of the cognitive science or 'computational' approach to creative thinking. The cognitive science approach aims to develop explanations of mental activity in terms of well-specified information processes and structures. Ideally, the steps and memory structures would be set out in sufficient detail that they could be turned into running computer programs.

At first sight it may seem strange to link computers and programs to creativity. However, Boden makes a persuasive case that a computational approach will help explain human creative processes. Most of the discussion is at a general level, using broad concepts such as 'problem space' and 'heuristic search', but some actual programs are described that can produce acceptable drawings, paintings, jazz improvisations and musical pieces in the style of Mozart. The book is very much aimed at the intelligent layperson and is written in a clear and engaging style.

Boden points to three main types of creativity. First, there is *combinational creativity*, where ideas are simply combined associatively (e.g. a new-human hybrid is concocted by a cartoonist to represent Ken Livingstone). Second, she

proposes *exploratory creativity* in which new products are devised by exploring within an established space of possibilities governed by some rule system (e.g. finding a new solution to a chess problem or producing a new painting in the style of Mondrian). Thirdly, *transformational creativity* is proposed, in which a new space of possibilities emerges by devising new rule systems. Such new systems often arise by modifying existing rule systems (e.g., non-Euclidean geometry arose by dropping rules from Euclidean geometry and atonal music arose by modifying the rules of tonal music).

The strengths of this book lie in the very clear explanations of different forms of creativity and of existing computer programs that appear to display some creativity in visual art and in music.

From the psychologist's point of view a drawback of the book is that there is little reference to cognitive psychological studies of topics such as insight and incubation effects, and little treatment of individual differences as studied using psychometric tests. Developing ways of testing Boden's ideas in a laboratory setting or through individual difference studies would be a good creativity test for psychological researchers in the area!

■ *Professor Ken Gilhooly is at the University of Paisley.*

