

Bibliography of
Autobiography, Memoir and Reminiscence Literature
For Use by Scholars, Students and Practitioners

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PURPOSE

The purpose of this bibliography is to provide scholars, students and practitioners with a list of references to the literature on autobiography, memoir, reminiscence, and related topics. It was thought to be of use in an era of growing awareness of the significance of telling, sharing, and studying life stories.

The literature is growing rapidly since it reflects activities in several scholarly disciplines, areas of research, and fields of practice. Because of the vast scope of the topics, this bibliography should not be regarded as all encompassing or definitive. In particular the included list of individually written autobiographies is limited. Thousands of individual autobiographies have been written and published. In contrast, although the research literature is growing, it is relatively small compared with the number of published autobiographies and memoirs. No attempt has been made to provide abstracts of individual articles although brief descriptions of books are included.

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BOOKS

Autobiography and Biography: Historical Perspectives

Boring, E. (Ed.) (1952). A history of psychology in autobiography, Vol. IV. New York: Russell & Russell.

This is a continuation of the three-volume set done in the 1930s. The volume contains personal and professional autobiographies of psychologists, including Piaget.

Bottrau, M. (1958). Every man a phoenix: Studies in 17th century autobiography. London: William Clowes & Sons.

The author discusses the differences between autobiography and journaling and profiles the 17th century literary man. Specific examples include Brawne, Lord Herbert of Cherbury, John Bunyan and Richard Baxter. Other topics cover historical considerations and ideas prevalent in the 17th century as these relate to the development of autobiography.

Burr, A.R. (1909). *The autobiography: A critical and comparative study*. New York: Houghton Mifflin.

This study of autobiography discusses autobiographies as literary form, as well as such issues as sincerity, history, influence, humor, self-esteem, work, memory and religion. It covers the reasons why famous people wrote autobiographies; these are grouped by historical era.

Butler, R.A. (1967). *The difficult art of autobiography (The Romanes Lecture)*. Oxford: At the Clarendon Press.

Richard Austin Butler (1902-1982) was a British politician who presented this Romanes Lecture at a prestigious free public event given annually at the Sheldonian Theatre in Oxford.

Butterfield, S. (1974). *Black autobiography in America*. Boston, MA: University of Massachusetts Press.

This book contains analyses of major African American autobiographies, including those of Richard Wright and Maya Angelou. It discusses slave narratives, white influence, search for a social role and African American militantism.

Clark, A.M. (1935). *Autobiography: Its genesis and phases*. London, England: Oliver & Boyd. In this essay, the author reviews the reasons for writing an autobiography, the validity of the product and its historical appearance.

Clifford, J.L. (Ed.) (1962). *Biography as an art: Selected criticism 1560-1960*. Oxford: The Oxford Press.

A great collection of essays dealing with the art of biography.

Crossman, R. (1950). *The god that failed*. New York: Bantam Books.

This work provides the historical background and political autobiographies of six men who all converted to communism and were later disillusioned by it. They include Richard Wright, Arthur Koesner, Ignazio Silonz, Andre Gide, Louis Fischer and Stephen Spender.

Delaney, P. (1969). *British autobiography in the 17th century*. New York: Columbia University Press.

This book deals with several important aspects: religions, autobiography, secular autobiographies, female autobiographies, the Renaissance and the rise of autobiography.

Dornbusch, C.E. (Ed.) (1961). *Regimental publications and personal narratives of the Civil War*. New York: New York Public Library.

Annotated bibliography of military publications and autobiographies dealing with the Civil War and grouped by state.

Dunn, W.H. (1916). *English biography*. New York: Dutton.

This book contains two good chapters on the history of autobiography in the 18th and 19th centuries in England.

Edel, L. (1957). *Literary biography*. Toronto: University of Toronto Press.

The book contains a series of lectures delivered at the University of Toronto by Dr. Leon Edel. Dr. Edel was a professor in the Department of English at New York University and the well-known biographer and editor of Henry James. In this book he describes the aims, problems and techniques of biography.

Erikson, E.H. (1963). "The legend of Hitler's childhood"; "The legend of Maxim Gorky's youth" (Chs. 9 and 10) in *Childhood in society* (2nd edition). W.W. Norton.
Erikson describes the childhood of Adolph Hitler and the youth of Maxim Gorky.

Forbes, H.M. (1967). *New England diaries 1602-1800*. New York: Russell.
This is an annotated catalogue of diaries, orderly books and sea journals.

Fothergill, R.A. (1974). *Private chronicles: A study of English diaries*. London, England: Oxford University.
Topics include: historical perspectives, diary as literature, motive, manner, style, tone, self-projection, ego, ideal and forms of serial autobiography.

Garraty, J. (1957). *The nature of biography*. New York: Knopf.
A thoughtful guide to writing the lives of others.

Howe, M.A. & Lewis, R.E. (1971). *The Negro collection*. St. Clair Shores, MI: Michigan Scholarly Press.
This book covers the Negro in America and the Negro in Africa. It contains every aspect of life and all different types of writings, including autobiographies. Also includes autobiographies and memoirs of anti-slavery leaders.

Jacobs, S.E. (1974). *Women in perspective: A guide to cross-cultural studies*. Chicago, IL: University of Illinois Press.
This is a reference work for women's autobiographies. It contains a section listing women's biographies and autobiographies among other topics including sexuality, prostitution, women in war and many others.

Jones, H.M. & Ludwig, R.M. (1972). *Guide to American literature and its backgrounds since 1890*. Boston, MA: Harvard University Press.
This work contains a three-page listing of a sampling of American autobiographies, including Eleanor Roosevelt, Lillian Hellman, Woody Guthrie, Norman Mailer, Groucho Marx, Ernie Pyle, Dwight D. Eisenhower and others.

Kaplan, L. (1961). *A bibliography of American autobiographies*. Madison, WI: Wisconsin University Press.
A subject index classifies the books (up to 1946) according to occupation, place of residence and connection to historical events of the subjects.

Kendall, P.M. (1965). *The art of biography*. New York: W.W. Norton & Co.
The author was nominated for a Pulitzer Prize for this book in which he describes the art of biography by looking at both the history of the genre and literary criticism. The book focuses mainly on the Middle Ages.

Lejeune, P. (1989). *On autobiography: Theory and history of literature*. Minneapolis, MN: University of Minnesota Press.

Encompassing classical masterworks, popular literature, how-to manuals, the painted self-portrait, and oral as well as written narratives, Lejeune makes a bold case for autobiography as a privileged source for the understanding of social and cultural history.

Lillard, R. G. (1956). *American life in autobiography*. Stanford, CA: Stanford University Press. This book contains an annotated bibliography of American autobiographies categorized according to occupations and lifestyles. It also has a good introduction to the particular genre of autobiography.

Major, J.C. (1935). *The role of personal memoirs in English biography and the novel*. Philadelphia, PA: Publisher Unknown.

This book includes a discussion of many types of memoirs, especially political, military and other public life vocations.

Mathews, W. (1968). *British autobiographies: An annotated bibliography of British autobiographies published before 1951*. Hamden: Anchon Press.

This is an extensive listing containing many celebrities by profession.

Mathews, W. (1950). *British diaries: An annotated bibliography of British diaries written between 1442 and 1942*. California: U.C. Press.

This bibliography, organized chronologically, gives the diarist's occupation, type of diary (domestic, public, etc.) plus a brief summary of contents (travel, historical notes, illnesses, sea diaries, etc.)

Mathews, W. & Rader, R. (1973). *Autobiography, biography and the novel*. Los Angeles: UCLA Wm. Andres Clark Memorial Library.

This work contains a 28-page essay, "Seventeenth-Century Autobiography," by Mathews and deals almost exclusively with British autobiographies. Interesting facts: A bibliography compiled in 1955 lists almost 7,000 autobiographies in Britain alone. Ninety percent were written in the 19th and 20th centuries. About 400 were written in the 18th century, 200 in the 17th and only a dozen before then. Clearly, English autobiography then has its roots in the 17th century.

Maurois, A. (1929). *Aspects of biography*. New York: D. Appleton & Co.

French biographer, novelist and essayist Andre Maurois (1885-1967) reviews dimensions and issues of autobiography and discusses good vs. bad examples.

Mehlman, J. (1971). *A structural study of autobiography: Proust, Leiris, Sartre, Levi-Strauss*. Ithaca, NY: Cornell University Press.

Mehlman uses French structuralism to analyze Proust's *Remembrance of Things Past*, which he treats as an autobiographical novel, Leiris and Sartre's respective autobiographies, and Levi-Strauss' *Triste Tropiques*, an account of his first anthropological field experience. Mehlman defines structure as "a self-regulating series of transformations of a constant system of relationships." (p. 13).

Misch, G. (1950). *A history of autobiography in antiquity*. London: Routledge. 2 volumes. These volumes begin with an introduction that profiles Goethe and Pierre Larousse and moves to the Middle East with first-person narratives of Ahuri and Ahuramazda. The next section discusses Greek literature and Marcus Aurelius, Isocrates, Plato and Dion. Other topics include political life (Polybius, Cato the Elder, Plutarch, Octavian, Mark Antony), Hellenistic writers (Josephus), the Age of Enlightenment (Aratus, Galen) and many more.

Murchison, C.A. (Ed.) (1930-Vol. 1) (1932-Vol. 1) (1936-Vol. 3). *A history of psychology in autobiography*. Worcester, MA: Clark University Press. These volumes contain the personal and professional autobiographies of psychologists and include analytical, introspective and theoretical details of their views. It is a collection of scientific papers dealing with psychology and autobiography. The contributors come from an international array of universities including Princeton, Yale, Duke, Berlin, Hamburg, London, Turin, Halle, Utrecht, and others.

The New Yorker Book of War Pieces: London, 1939 to Hiroshima, 1945. (1988). New York: Schocken Books.

This edition is a collection articles and letters gathered during World War II for publication in the *New Yorker*. It contains autobiographical accounts from Europe, Britain, the Persian Gulf, Hiroshima, Okinawa and other places.

Nicolson, H. (1928). *The development of English biography*. New York: Harcourt Brace. Written by 20th century biographer, critic and diarist Sir Harold Nicolson who believed that biography as a genre was becoming stifled, this book traces the historical development of English biography.

Olney, J. (1998). *Memory and narrative: The weave of life writing*. Chicago, IL: University of Chicago Press.

A study of how life-writing has changed over time. The author reviews the changing styles in the autobiographical writings of St. Augustine, Jean-Jacques Rousseau and Samuel Beckett and provides an overview of how memory and personal narrative have evolved over the course of 17 centuries to the present day.

Osborn, J.M. (1959). *The beginnings of autobiography in England*. Los Angeles, CA: Clark Memorial Library.

The author is the discoverer of the earliest known autobiography in English. The book is a paper delivered at a seminar on the relations of biography and history in the English Renaissance. Also provided are a brief history of English autobiography and a description of the author's research.

Padover, S.K. (1957). *Confessions and self-portraits: 4600 years of autobiography*. New York: John Day Co.

This book begins with an introduction to the history of autobiography. It is a compilation of excerpts from famous autobiographers. Topics include: antiquity, middle ages, Renaissance, modern Europe, U.S., Russia and Asia. Some of names include Sennacherib, Marcus Aurelius, St. Augustine, Luther, Francis Bacon, Voltaire, Rousseau, Mill, Oarwin, Freud, Jack London, Ben Franklin, Tolstoy, Gandhi and Nehrm. Each excerpt has an introduction by the author giving historical background.

Pascal, R. (1960). *Design and truth in autobiography*. Cambridge, MA: Harvard University Press.

This work provides a reference to autobiographies and books on autobiography. It covers the history of autobiography and deals with other aspects including story of a calling, acquisition of an outlook, childhood, the autobiographical novel, the autobiography of a poet, and the sensitiveness of the truth.

Ponsonby, A. (1923). *English diaries*. London: Methuen.

A review of English diaries from the 16th to the 20th centuries with an introduction on diary writing.

Sarbin, T. (Ed.). (1986). *Narrative psychology: The storied nature of human conduct*. New York: Praeger.

This book features essays by the major supporters of the narrative metaphor. They approach the subject from philosophical, religious, anthropological, and historical perspectives, as well as from the psychological point of view.

Sayre, R.F. (1964). *The examined self*. Princeton, NJ: Princeton University Press.

This book is a study of the autobiographies of Franklin, Henry Adams and Henry James. They are studied in relation to each other and in relation to the American experience of their time. The work provides a historical picture and personal details of all three men.

Shea, D.B. (1968). *Spiritual autobiography in early America*. Princeton, NJ Princeton University Press.

This book deals primarily with Quaker journals and Puritan spiritual narratives. It goes into depth analyzing the several examples. Included are Emily Dickenson, Thoreau, Whitman, Adams, Jonathan Edwards and the narrative of conversion, and Cotton Mather. The book provides a bibliographical essay with resources for primary sources, historical background, and criticism of autobiography.

Shumaker, W. (1954). *English autobiography: Its emergence, materials and form*. Los Angeles, CA: U.S. Press.

This scholarly work contains voluminous notes and references to period autobiography. It provides analysis of the style of a particular genre. Chapters include the history of autobiography, reminiscence, life and times, shape and texture, the expository mode, narrative mode and mixed mode.

Smith, S. (1974). *Where I'm bound: Patterns of slavery and freedom in Black American autobiography*. Westport, CT: Greenwood Press.

This is a reference for information on African American autobiography, which offers a listing of black autobiographies, secondary sources on Black literature and literary criticism.

Chapters deal with black manhood, black womanhood, loss, flight, creative transcendence and conversions.

Stauffer, D. (1930). *English biography before 1700*. Cambridge, MA: Harvard University Press.

The book provides a list of autobiographies and biographies.

Thomson, D. & Hogan, J. D. (Eds.) (1996). *A history of developmental psychology in autobiography*. Boulder, CO: Westview Press.

This book offers first-person accounts of the emergence of contemporary developmental psychology by experts in the field, including Paul Mussen, Louise Bates, Lois Hoffman and James Birren. The ten original essays presented here chart the personal and professional life experiences of the contributors.

Thompson, P. (1988). *The voice of the past: Oral history*. New York: Oxford University Press. In this book the author traces oral history through its past up to the present. Topics include history and community, historians and oral history, oral history achievements, evidence, memory and the self, oral history projects, the interview and interpretation of oral history. It would be of use to students, teachers, historians and others interested in the importance of oral history in our society.

Topper, K. (1921). *Viewpoints of biography*. Chicago, IL: American Library Association.

This work lists autobiographies and biographies according to topics of interest with comments included for each one entered.

University Library of Autobiography, Vol. I. (1918). *Autobiography in the ancient world (B.C. 3800-A.D. 430)*. New York: F. Tyler Daniels Co.

The work contains autobiographical material available on King Sargon, Sennacherib, Socrates, Xenophon, Julius Caesar, Augustus and St. Augustine. A one-page essay is introduced for each person providing personal and historical background.

University Library of Autobiography, Vol. II. (1918). *The Middle Ages and their autobiographies. (A.D. 1000-1500)*. New York: F. Tyler Daniels Co.

The book includes an introduction to the Middle Ages and the self-narratives of Avicenna, Al Ahazali, Abelard, Salimbene, Dante, Petrarch, Timur the Lame, Sir John Froissart, Sir Philip De Comines. A one-page introductory and historical note precedes each selection.

University Library of Autobiography, Vol. III. (1918). *The beginnings of the modern world (A.D. 1500-1550)*. New York: F. Tyler Daniels Co.

This work includes a narrative of the modern world and the autobiographical data on Benvenuto Cellini, Luther, Henry VIII, Thomas Platter, Emperor Charles V and Jerome Cardan with a one-page historical introduction to each.

University Library of Autobiography, Vol. IV. (1918). *Autobiography during the religious wars (1550-1630)*. New York: F. Tyler Daniels Co.

There is an introductory essay entitled, "From the Spanish St. Teresa to the English Cavaliers." The book includes self-narrative material on St. Teresa, Sir Francis Drake, Mary Queen of Scots, Sir Thomas Bodley, Sir Walter Raleigh, Marguerite De Valois, Duke of Sully, Sir Francis Bacon, Lord Herbert of Cherbury and Sir Keneim Digby.

University Library of Autobiography, Vol. V. (1918). Autobiographers of the 17th century (1630-1690). New York: F. Tyler Daniels Co.

The book contains an introductory piece on the 17th century, then autobiographies of William Lilly, John Milton, Count Philibert de Grammont, George Fox, John Bunyan, Sophia the Electress of Hanover, Samuel Pepys and Sir Isaac Newton. Two additional essays are provided on Fox and Bunyan plus one-page introductions on each selection.

University Library of Autobiography, Vol. VI. (1918). Autobiography in the early century (1690-1750). New York: F. Tyler Daniels Co.

This work includes an introductory piece on the period and on Franklin. Autobiographies include Colley Cibber, Duke De St. Simon, Lewis Holberg, Mohammed Ali Hazin and Ben Franklin.

University Library of Autobiography, Vol. VII. (1918). Autobiography in the days of Frederick the Great (1730-1770). New York: F. Tyler Daniels Co.

This volume contains a piece on the period plus one on Rousseau. Autobiographies on Rev. John Wesley, Carlo Goldoni, Dr. Samuel Johnson, Wilhemine Margravine of Baireuth, David Hume, King Frederick the Great and Jen Jacques Rousseau are included.

University Library of Autobiography, Vol. VIII. (1918). Autobiographers from the close of the ancient regime (1740-1780). New York: F. Tyler Daniels Co.

Book provides an introduction plus autobiographies of Jean Francois Marmontel, Henri de Lathde, Casanova, Baron Frederic Trenck, Oliver Goldsmith, Catherine the Great, Joseph Priestly.

University Library of Autobiography, Vol. IX. (1918). Autobiography at the opening of the revolutionary age (1750-1790). New York: F. Tyler Daniels Co.

The volume provides an introduction plus autobiographies of George Washington, Edward Gibbon, Thomas Jefferson, Mme. Jeanne Du Barry and Johann Wolfgang von Geothe.

University Library of Autobiography, Vol. X. (1918). Autobiography of the later revolutionary days. (1770-1804). New York: F. Tyler Daniels Co.

Introduction plus autobiographies of Vittorio Alfieri, Solomon Maimon, Madame Roland, John Marshall, Alexander Hamilton, Lafayette, Admiral Nelson, Mary Robinson and Robert Burns.

University Library of Autobiography, Vol. XI. (1918). Autobiography in the age of Napoleon (1780-1820). New York: F. Tyler Daniels Co.

Introductory piece plus autobiographies on Joseph Fouche, Napoleon Bonaparte, Duke of Wellington, William Wordsworth, Sir Walter Scott, Prince von Metternich and Eugene Vidocq.

University Library of Autobiography, Vol. XII. (1918). Autobiographers of the reactionary age (1790-1840). New York: F. Tyler Daniels Co.

Introduction plus autobiographies of Princess Marie Therese of France, Fredrick Froesu, Thomas De Quincey, Peter Cartwright, Ben Haydon, Lord Byron and Heinrick Heine.

University Library of Autobiography, Vol. XIII. (1918). Autobiography in the middle of the 19th century (1820-1870). New York: F. Tyler Daniels Co.

Introduction to the period plus two essays on Newman and Mill. Includes autobiographies of John Stuart Mill, John Cardinal Newman, Victor Hugo, Princess Marie Asmar, Hans Christian Anderson, Eugene De Guerin and Henry. W. Longfellow.

University Library of Autobiography, Vol. XIV. (1918). Autobiography in the Victorian age (1830-1890). New York: F. Tyler Daniels Co.

Includes the autobiographies of general Garibaldi, Abe Lincoln, Charles Darwin, Charles Dickens, Richard Wagner, Sir Henry Bessemer, Prince von Bismarck, John Ruskin, Queen Victoria, Herbert Spencer and Henri Frederic Amise.

University Library of Autobiography, Vol. XV. (1918). Recent great autobiographies (1860-1914).

Includes the autobiographies of Ernest Renan, Thomas Huxley, Tolstoy, Arminius Vambery, Sir Archibald Geikie, Sonya Koualevsky, Oscar Wilde, Marie Bashkirtseff, Clarence Hawkes and Clifford Beers. New York: F. Tyler Daniels Co.

Webber, J. (1968). The eloquent "I": Style and self in 17th century prose. Madison, WI: University of Wisconsin Press.

This book provides a study of literary self-consciousness, including the historical setting and the literary mood of the times. It includes examples from John Bunyan, John Donne, John Lilburone, Robert Burton, Richard Baxter, Sir Thomas Browne, John Milton and Tomas Traherne. The author analyzes the literary style of each and delves into the authors' psyche. A bibliographic appendix lists references.

Weintraub, S. (Ed). (1967). Biography and truth. Indianapolis, IN: Bobbs-Merrill. Insights on the nature of biography and truth by prolific biographer, Stanley Weintraub, who wrote about George Bernard Shaw, Disraeli, George Washington and Edward VII.

Wethered, H.N. (1956). The curious art of autobiography. New York: Philosophical Library. The author analyzes a number of examples of autobiography from the 16th century on. He chooses writers who describe themselves, as well as the times in which they lived. They include Cellini, Bunyan, Rousseau, Franklin, Darwin and Kipling.

Autobiographical, Reminiscence and Memoir Methods:

Group Methods

American Association of Retired Persons. (1989). Reminiscence: Finding meaning in memories training guide. Washington, DC: American Association of Retired Persons.

This manual is designed to help train groups or individuals who wish to reminisce with older people. The method involves having the trainees reminisce about their own life experiences while helping older people reminisce about their own. The book includes information on how to adapt the method to nursing home, hospice and home care settings, and teaches listening and interviewing skills.

Birren, J.E. & Cochran, K. N. (2001). Telling the stories of life through guided autobiography groups. Baltimore, MD: Johns Hopkins University Press.

The purpose of this book is to assist people who want to organize and conduct autobiography groups. Topics include the power of autobiography, who should do an autobiography, qualifications of a leader, how to organize a group, and small group dynamics. Also provided are an overview of each theme with sensitizing questions, sample publicity flyers and session handouts—everything needed to start and run a successful guided autobiography group.

Birren, J.E. & Deutchman, D.E. (1991). *Guiding autobiography groups for older adults: Exploring the fabric of life*. Baltimore, MD: Johns Hopkins University Press.

This book provides a guide for group leaders and others who are interested in how a guided autobiography group is conducted. Covered are the following topics: strengthening the fabric of life; helping older adults build greater understanding and self-worth through attending a guided autobiography group; how to lead a group; the healing power of the group; the importance of guiding themes and sensitizing questions; encouraging creativity; mastering obstacles; next steps after guided autobiography; a guide to the literature and implications for future research.

Bratter, B. & Dennis, H. (2008). *Project renewal: The first retirement model for career women*. New York: Scribner.

From the book jacket: “For the first time in history, career women—women who have worked outside the home for most of their lives—are retiring. Without role models, they look to one another to face the changes this life transition brings. Project Renewment will show women that giving up their careers does not mean giving up who they are.” *Renewment*—a word the authors created from a combination of the words *renewal* and *retirement*—“suggests optimism and opportunity, growth and self-discovery. Project Renewment is a grassroots movement among women who are close to retirement or recently retired and looking to connect with one another. It offers insight and support in a friendly, humorous and meaningful way.”

Burnside, I. (1986). *Working with the elderly: Group process and techniques*. Boston, MA: Jones and Bartlett Publishers.

This book deals with group work and the elderly and is a tool for students planning to specialize in geriatric care or the practitioner looking for a simply written text. Contributors include a variety of professionals and practitioners who conform to the multidisciplinary approach to group work and the elderly.

Burnside, I. & Schmidt, M.G. (Eds.) (1994). *Working with older adults: Group process and techniques*. Boston, MA: Jones and Bartlett.

From the book cover: “This text presents state-of-the-art of group work with the older population, reflecting changes and current issues in this field. The aim is to improve the quality of psychosocial care of older adults through the appropriate use of groups.” Editors emphasize the importance of settings in which groups are conducted and offer a multidisciplinary and pragmatic approach to group intervention, including how to begin, conduct and maintain groups.

Duffin, P. (1992). *Then and now: A training pack for reminiscence work*. Manchester: Gatehouse Books.

A training pack for reminiscence work, designed to help interested people get started, or help those involved already to take a fresh look at what they are doing.

Gibson, F. (2007). *The past in the present: Using reminiscence in health and social care*. Baltimore, MD: Health Professions Press.

The author, a reminiscence expert, combines theory and practical approaches for use by professionals working with older clients in a variety of group and individual settings. She provides tools and methods for triggering recall, recording a life story, tapping into creativity, experiencing a meaningful life review, deepening relationships with others, shedding feelings of isolation, using reminiscence for staff development and improving delivery of care. Other topics include problem-solving, coping, improving communication, increasing social interactions and self-esteem building through reminiscence strategies.

Gibson, F. (1998). *Reminiscence and recall: A guide to good practice*. London: Age Concern. Designed for use by those professional caregivers who wish to develop and enhance their reminiscence work with older people--whether the setting is a residential care home, nursing home, hospital, club or day center--or working with an older person in their own home.

Haight, B. & Gibson, F. (Eds.) (2005). *Burnside's working with older adults: Group process and techniques*. 4th edition. Sudbury, MA: Jones and Bartlett Publishers.

By combining interdisciplinary theory and practice, this book introduces students to group work theories and explains how to modify general theory to meet the needs of older adults, including those who are contending with particular physical and cognitive disabilities. With numerous case studies in varying settings (hospitals, nursing homes, residential facilities, day centers, and home care), the book emphasizes group development, structure, process, and evaluating outcomes.

Kunz, J.A. & Soltys, F.G. (2007). *Transformational reminiscence: Life story work*. New York: Springer Publishing.

This practical book offers readers an overview of the varied applications of reminiscence and life review organized within the framework of Kunz's Life Story Matrix. Chapters are organized within each of the three dimensions of the Life Story Matrix: reminiscence to life review, private versus public, and content versus process. Leading experts in each of these areas are chapter contributors. Each chapter includes a current review of the literature, case examples or illustrations, and learning exercises that can be done individually or in groups.

Mader, W. (1995). *Thematically guided autobiographical reconstruction: On theory and method of 'guided autobiography' in adult education*. In P. Alheit, A. Bron-Wojciechowska, E. Brugger & Dominice (Eds.), *The biographical approach in adult education*. Vienna: Verband Wiener Volksbildung.

Provides an overview of the Birren Guided Autobiography (GAB) method and suggests ways to integrate GAB into an adult educational system.

Magee, J.J. (1988). *A professional's guide to older adults' life review: Releasing the peace within*. Lexington, MA: Lexington Books.

The author presents a model in which facilitators of life review groups can enhance the self-acceptance of members while helping them to own their past, celebrate it as a gift and feel purposeful about their future.

Rowles, G. & Schoenberg, N. (Eds.) (2002). *Qualitative gerontology: Second Edition*. New York: Springer Publishing.

The authors provide a contemporary perspective on the status of qualitative research in gerontology. The book examines recent trends in the application of qualitative methodologies and the emergence of new qualitative techniques, such as focus groups, studies of personal histories, and the use of photography. Chapters include discussions of critical and feminist perspectives, practice issues, ethical issues, and the contribution of qualitative research to the progress of science.

Rzetelny, H. (1988). How to conduct a life stories project. New York: Brookdale Centre on Aging of Hunter College.

Provides guidelines for conducting a life stories project in a community center or elder care setting.

Seaton, C.E. (1983). Facilitating personal development in adulthood through guided autobiography: Rationale and procedures. Langley, B.C. Canada: Fraser Valley Aging Resource Center, Trinity Western College.

In this monograph the author explores the significance of the concepts of life review and of the guided autobiographical method and provides specific directions for implementing guided autobiography with adults.

Individual Methods

Allen, L. (Ed.), Love, P., Marshall, E. & Stephens, L.A. (1981). Deep down things: A guide to writing your life story. Salem, OR: Chemeketa Community College.

A step-by-step guide to writing a life story.

Atkinson, R. (1998). The life story interview. Thousand Oaks, CA: Sage Publications.

This book provides an introduction to the sensitive collection of first-person narratives in a way that preserves the words of the person telling the story.

Birren, J.E. & Feldman, L. (1997). Where to go from here: Discovering your own life's wisdom in the second half of your life. New York: Simon & Schuster.

From the book jacket: "This book moves us forward, frees us from the debris of the past by putting our life in context, and helps us to acknowledge our accomplishments." For Birren, "Taking stock of your life is a step toward being freer to live it with greater vigor." "You are

what you remember,” Birren says, “encouraging us to live life as an adventure—but with awareness. And though there is no magic carpet ride to a graceful and brilliant second half, Birren’s grounded, compassionate wisdom and guidance serve as expert directions for getting there.”

Borg, M. (1989). *Writing your life: An easy-to-follow guide to writing an autobiography*. Fort Collins, CO: Cottonwood Press.

This step-by-step guide takes the autobiographer from the early years, middle years and later years, to putting it all together as a published book.

Crandall, R.J. (2001). *Shaking your family tree: A basic guide to tracing your family’s genealogy*. Boston, MA: New England Historical Genealogical Society.

Crandall explains how to organize, trace and showcase a family history with up-to-date information on how and where to do the research. Topics include internet and library resources and researching records on births, deaths, marriages, churches, cemeteries, probates, courts, land, census, military and immigration, as well as how to organize and publish your family genealogy.

Earlix, D.A. (1977). *Life-history in social gerontology: Its validity and use*. Thesis: University of Southern California, Los Angeles, CA.

The author poses the question: Is life a chance collection of happenings? Or can it be understood within an overlay of universal stages of human development? She attempts to answer these questions while exploring life-histories of individuals and the use of such methods in the study of social gerontology.

Haight, B.K. (1992). *The structured life-review process: A community approach to the ageing client*. In Jones, G.M.M. & Miesen, B.M.L. (Eds.), (pp. 139-161) *Care-giving in Dementia: Research and implications*. London: Routledge.

The theory and structure of Haight’s life review process are examined with guidelines for implementing the techniques for older clients in a community setting.

Haight, B.K. & Haight, B.S. (2007) *The handbook of structured life review*. Baltimore, MD: Health Professions Press.

From the book cover: “This handbook synthesizes thirty years of research and practice using the Structured Life Review process, a one-on-one therapeutic technique that guides people in reflecting on their lives from early childhood to the present. This approach allows individuals to learn from past experiences, settle unresolved issues, and ultimately achieve a state of life acceptance. Participants have been shown to benefit from increased life satisfaction, reduced depression and the opportunity for reconciliation, acceptance and serenity.”

Humphries, S. (1984). *The handbook of oral history: Recording life stories*. London: Inter-Action Imprint.

This book provides a guide to recording the life stories of an oral history and has been used in a number of oral history workshops at Essex University in England and other locations world-wide.

Jones, V.L., Eakle, A.H. & Christensen, M.H. (1972). Family history for fun and profit. Salt Lake City, UT: Publishers Press.

This book provides a system of research in the field of genealogy and a useful note keeping method. It would be of interest to novice as well as experienced genealogists.

Keen, S. & Fox, A.V. (1973). Telling your story: A guide to who you are and who you can be. New York: Doubleday.

This book is designed to show the reader how to find out the story he or she wants to tell—to others and to one's self. It provides theoretical maps in the form of philosophy, viewpoints and firsthand accounts (stories) to help in the exploration of one's own time, space, roots and personal mythology.

Lyons, R. (1977). Autobiography: A reader for writers. New York: Oxford University Press.

This is a book designed to help people gain confidence and skill in writing their autobiography. It helps motivate the writer to write, describes the writing process and includes autobiographical excerpts by well-known writers on such topics as people, places and events.

Mitchell, M. (1999). The art of recording life stories: A workbook. Simsbury, CT: Published by Mary Mitchell, marym34116@aol.com.

This workbook covers how to do a life review or an oral history. It includes material on intergenerational sharing of stories, listening, encouraging reminiscence, benefits of reminiscence groups, story telling in the medical world, sample questions and a bibliography of related books, articles and websites.

Mullan, F., Ficklen, E. & Rubin, K. (Eds.) (2006). Narrative matters: The power of the personal essay in health policy. Baltimore, MD: Johns Hopkins University Press.

From the book cover: "Drawn from the popular "Narrative Matters" column in the journal *Health Affairs*, these forty-six articles focus on such topics as the hard financial realities of medical insurance, AIDS, assisted suicide, marketing drugs, genetic engineering, organ transplants and ethnic and racial disparities in the health care system" as these matters relate to narratives and personal essays.

Murphy, J.S. & Hudson, F.M. (1995). The joy of old: A guide to successful elderhood. Altadena, CA: Geode Press.

This volume offers advice for making elderhood enjoyable and rewarding. It reinforces elders who are already committed to making the final years their most rewarding, and is inspiring for those who may view their old age with resignation and regret. Its topics include: a new vision of elderhood, preretirement, ways to cope with fears, emerging as a full person, transformation with growth from midlife to elderhood, and ten marks for recognizing successful elders.

Progoff, I. (1975). At a journal workshop: The basic text and guide for using the intensive journal. New York: Dialogue House.

This book describes the techniques of the Intensive Journal Process, which is an instrument for self-guidance, crystallizing decisions, identifying goals and finding meaning in life. Topics

include the life history log, stepping stones, intersections (roads taken and not taken) and now: the open moment.

Rainer, T. (1997). *Your life story: Writing the new autobiography*. New York: G.P. Putnam's Sons.

This is a text on contemporary autobiographic writing. It challenges assumptions about who may write about their lives, why and how. It offers coaching on how to craft short or long life narratives and traces the history of autobiography from the ancient Egyptians to modern authors. Examples from such well known writers as Maya Angelou and Russell Baker are included. Rainer demonstrates how to write character portraits, how to remember stories, how to unify a story, how to use humor, and how to move through time, among other topics.

Schroots, J.J.F. & ten Kate, C.A. (1989). Metaphors, aging and the life-line interview method. In D. Unruh & G.S. Livings (Eds.) *Current perspectives on aging and the life cycle*, Vol. 3, pp. 281-298. Greenwich, CT: JAI Press.

In this chapter the authors introduce a new method of research on aging and the life course. The Life-line Interview Method (LIM) is an instrument for eliciting biographical information in the form of life metaphors, especially from the elderly. The authors state that the LIM can serve as a diagnostic and process-facilitating tool for working with the elderly especially because it allows the older person to set his or her own pace for disclosing biographical information.

Selling, B. (1988). *Writing from within: A step-by-step guide to writing your life stories*. Claremont, CA: Hunter House.

Enables one to review, understand, and write the stories of one's life. With techniques that unfold in an easy to understand checklist of steps to follow, the reader will learn to cope with the fear of writing, create favorable conditions for writing well, write autobiography from a child's point of view, recollect long forgotten memories, write with clarity and impact, employ fiction techniques in life writing, and rewrite effectively.

Shadur, H. (no date) *By myself I'm a book*. Prepared by Pittsburgh Section National Council of Jewish Women under the Direction of Ailon Shiloh.

This is a workbook for recording a family tree and details of one's life story.

Thomas, F.P. (1984). *How to write the story of your life*. Cincinnati, OH: Writers Digest Books.

This book is a step-by-step guide to recording your life for generations to come. It includes 500 "memory sparkers" to help recall forgotten events in each stage of life, 100 topic ideas to add variety to your story, and excerpts from actual memoirs.

Watts, J. & Davies, A.F. (Eds.) (1974). *Generations: Your family in modern American history*. New York: Alfred A. Knopf.

This is a guide to exploring the past by beginning with the self. It serves to help the reader gain a better understanding of the self and family within the backdrop of immigration and other social changes of the twentieth century. It further provides a guide to asking questions

about one's place in social history. "It starts with you and the present, goes back several generations, and then comes forward to the present again."

Williams, P. A. (1997). *Once upon a lifetime: Take the time to record the stories of your life*. Nisku, Alberta, Canada: Nisku Printers.

This book will guide you through the past and present, and into the future. The easy-to-follow format allows you to choose the questions you wish to answer and then write your comments in the spaces provided. The questions can also be used as an aid for interviews on audio or video recordings.

Autobiography, Philosophy and Spirituality:

Atkinson, R. (1995). *The gift of stories: Practical and spiritual applications of autobiography, life stories and personal mythmaking*. Westport, CT: Bergin & Garvey.

This book "offers a clear concise basis for understanding the nature and potential of sharing our stories. It provides specific, practical, instructional details for telling our own stories and gives the necessary guidelines for assisting others in telling their life stories. Its basic framework enables individuals with little experience to begin writing about the really important aspects of their lives and understanding how and why the universal elements of the stories we tell contribute to our continuing growth."

Donne, J.S. (1969). *A search for God in time and memory*. New York: MacMillan Co.

Donne explores dimensions of the process of bringing a lifetime into consciousness from an autobiographical standpoint. He talks about recognizing deathtime as encompassing life, and the autobiographical realization of perspective from a religious orientation.

Ebner, D. (1971). *Autobiography in 17th century theology and the self*. The Hague: Mouton. This is a discussion of religious autobiography that talks about style as well.

Finkelstein, L. (Ed.). (1948). *American spiritual autobiographies*. New York: Harper & Row. Autobiographical essays of the spiritual leaders in the 1940s. They represent a cross-section of faiths and occupations – scientists, educators, scholars, Jews, Catholics, Protestants, and others. Authors include Harry Fosdick, Mary MacLeod Bethune, Raphael Isaacs, Alvin Johnson, Jacob Potofsky, Mary Simkhovitch, Lyman Bryson, M.L. Wilson and others.

Hateley, B. J. (1985). *Telling your story, exploring your faith: Writing your life story for personal insight and spiritual growth*. St Louis, MO: CBP Press.

From the book cover: "Written within the context of the Christian faith, this book is designed to help the reader write his or her own life story, and in the process, to enhance personal and spiritual growth. This book enables the reader to come to terms with old wounds and conflicts from the past, and once resolved, to leave the emotional baggage behind and move into the future with peace of mind and renewed faith.

Klug, R. (1993). *How to keep a spiritual journal: A guide to journal keeping for inner growth and personal discovery*. Minneapolis, MN: Augsburg.

From the book cover: The book "describes a spiritual journal as a tool for self-discovery, an aid to concentration, a mirror for the soul, a place to generate and capture ideas, a safety

valve for the emotions, a training ground for the writer, and a good friend and confidant. But the main purpose is to advocate its value for spiritual growth. Klug also discusses the mechanics of getting started, the variations for developing the practice, and the short and long range values of journaling.”

Koenig, H.G. (1994). *Aging and God: Spiritual pathways to mental health in midlife and later years*. New York: Haworth Pastoral Press.

In this book the author identifies how religion affects mental health in adulthood. He reviews major theories, as well as the current research, and provides a historical review of tensions between behavioral science and religion. Also addressed are ways that religion can complement science in the understanding and treatment of mental distress. Other topics include clinical applications, special concerns in later life and issues of death and dying.

Kooiman, H. (1968). *Cameos: Women fashioned by God*. Carol Stream, IL: Tyndale House. This work contains brief life stories of 15 women and how God came into their lives. Each goes into crises and turning points in their lives, especially the spiritual aspects.

Moody, H.R. (Ed.) (2005). *Religion, spirituality and aging: A social work perspective*. New York: Haworth Social Work Practice Press.

This book presents a collection of contributions that can inform both professionals and non-professionals interested in the realities of aging, religion and spirituality. It draws from professionals in the fields of gerontology, social work, religion and ethics to address an important gap in the social work curriculum. The work “offers cues for making effective turns in our spiritual journeys and improving the quality of our lives as we live longer.”

Morgan, R.L. (1996). *Remembering your story: A guide to spiritual autobiography*. Nashville, TN: Upper Room Books.

The author presents a guide for constructing a spiritual autobiography.

Morgan, R.L. (2002). *Remembering your story: Creating your own spiritual autobiography*. Nashville, TN: Upper Room Books.

From the book cover: The author “offers readers of all ages a way to create their own spiritual autobiographies. Helpful for small groups as well as individuals, this resource leads you through ten weeks of study that include the following topics: life stories, reclaiming childhood stories, family relationships, stories that connect the generations and healing of memories.

Novak, M. (1971). *Autobiography and story, In Ascent of the mountain, flight of the dove: An invitation to religious studies*, pp. 44-89. New York: Harper & Row.

Novak develops the idea of story and autobiography as developing aspects of the self in relation to religiousness vs. ethics and principles.

Pable, M. (1996). *The quest for the male soul: In search of something more*. Notre Dame, IN: Ave Maria Press.

Fr. Martin defines spirituality as “whatever helps us make sense of our lives and gives them meaning.” In this book he guides men to explore what it means to be created in the image of God, to possess positive sexual energy, to gain the courage of a warrior, to carry wounds gracefully, to mature concerning authority, and to be wise. He describes six stages of skills that speak to a man’s soul while encouraging the exploration of the questions of life, and he offers his six-step process of spiritual growth.

Phifer, N. (2002). *Memories of the soul: Writing your spiritual autobiography*. Cincinnati, OH: Walking Stick Press.

This work encourages the reader to write about a variety of personal topics including strengths, creativity, resilience and moments of transformation. "Doing so," says the author, "will enable [the reader] to breathe new life into personal memories, stimulate spiritual growth and develop profound connections to the special places and people" in one's life. Provided are instructions, writing exercises and tips for avoiding writing obstacles, along with real-life memoir excerpts as examples.

Porat, F. (1980). *Creative procrastination: Organizing your own life*. San Francisco, CA: Harper & Row.

This book is a guide for managing time with the aim to free up more time for the "human side of life," which she describes as time for thinking, creating, planning and enjoying. The author guides the reader in achieving a "healthy balance between periods of productivity and periods of relaxation necessary to restore one's creative capacity." Topics include negative versus creative procrastination, focusing on results, racing the clock, overcoming guilt, coping with depression, setting rational deadlines, time-saving ideas, handling criticism, redefining values, and benefits of free time on one's well-being.

Starr, G.A. (1965). *Defoe and spiritual autobiography*. London: Oxford University Press.

This book discusses the rise of the spiritual autobiography with its intense focus on the individual. It profiles Daniel Defoe's *Robinson Crusoe*, a fictionalized account of a character's spiritual journey while he is stranded on a deserted island.

Wakefield, D. (1990). *The story of your life: Writing a spiritual autobiography: A step-by-step approach to exploring your past and understanding your present*. Boston, MA: Beacon Press.

The book helps the reader answer deep questions of life, including, "Who am I? Why am I here and What is the meaning of my life?" Says the author, "Taking the time to ask these questions can be the first step to new growth, healing and maturity." Instructions are provided on how to go about writing one's spiritual autobiography. Also offered are exercises to stimulate memory and self-reflection, including drawing a favorite childhood room, describing a friend, and sketching a road map of one's life. The book contains examples of stories taken from the author's spiritual autobiography workshops.

Research:

Autobiographical Memory, Reminiscence, Life Review and Life History

Assink, M. (2006). *Autobiographical memory in longitudinal perspective: Stability and change of reported life-events over a five-year period*. Vrije Universiteit, Amsterdam, Holland.

"The main aim of this longitudinal, explorative study was to describe the dynamics of autobiographical memory (AM) over the lifespan. The study covers a period of five years in which the Life-line Interview Method was administered three times to 98 men and women about equally divided over a young (18-30 years), middle (31-55 years) and older age group (56-84 years). Autobiographical memories and expectations were analyzed from the perspective of number, affect and content of events. The effect of age, gender and time perspective on stability and change were determined."

Bender, M., Bauchkan, P. & Norris, A. (1999). *The therapeutic purposes of reminiscence*. London: Sage.

This book offers a guided tour through the history, context and purposes of reminiscence therapy. It covers the range of applications, from promoting social and emotional stimulation to reminiscence as psychotherapy. It contains a brief overview of its theoretical underpinnings and emphasizes the need for adequate training and supervision for those undertaking this type of work. The authors also provide a working guide to the assessment process.

Bornat, J. (Ed). (1994). *Reminiscence reviewed: Perspectives, evaluations, achievements*. Buckingham, England: Open University Press.

This book brings together work by leading psychologists, gerontologists, social workers, nurses and community workers who have first-hand experience of reminiscence work. Contributors provide a critical overview of the field. They reflect on the processes involved in specific contexts and suggest ways of developing more sensitive approaches in an area of work that has seen much activity, but little reflection and evaluation. The book includes descriptions of work in hospitals, schools and a variety of community settings and will be useful to students and practitioners in health, social care and adult education.

Butler, R.N. (1968). "The life review: An interpretation of reminiscence in the aged." In B. Neugarten (Ed.) *Middle Age and Aging*, pp. 486-497. Chicago, IL: University of Chicago Press.

In this chapter, Butler discusses his concept of reminiscence as a natural aspect of aging rather than an indication of deterioration.

Coleman, P.G. (1986). *Ageing and reminiscence processes: Social and clinical implications*. New York: John Wiley & Sons.

From the book cover: "This book is a study of the role and significance of reminiscence and provides a unique view into the diversity of responses to thinking and talking about the past in old age. Based upon the author's research and clinical experience, the findings of the studies reveal the variety of patterns of adjustment to late life and place memories within them." Connections with clinical and social work practice are identified making the book a good resource for students and those working with older people.

Conway, M.A. (1990). *Autobiographical memory: An introduction*. Philadelphia: Open University Press.

Topics include a discussion of autobiographical memory, theoretical underpinnings, vivid or flashbulb memories, and aspects of emotions, organization, retrieval, impairment, and cognition as they related to autobiographical memory.

Conway, M.A., Rubin, D.C., Spinnler, H. & Wagenaar, W.A. (Eds.) (1992). *Theoretical perspectives on autobiographical memory*. Dordrecht, The Netherlands: Kluwer Academic Publishers.

In this chapter the authors provide a theoretical overview of the concept of autobiographical memory.

Disch, R. (Ed.) (1988). *Twenty-five years of the life review: Theoretical and practical considerations*. New York: Haworth Press.

In this book, professionals in the field of aging examine the history and concept of the life review and go beyond the early formulation of this concept both in theory and in practice.

Critics suggest ways that the theory can be modified and expanded while offering several unique methods of creatively adapting changes for practical purposes. Proponents, while emphasizing that reminiscence is not a panacea, proclaim its historical, educational and therapeutic value.

Fivush, R. & Haden, C.A. (Eds.) (2003). *Autobiographical memory and the construction of a narrative self: Developmental and cultural perspectives*. Mahwah, N.J: Lawrence Erlbaum Associates.

From the book cover: "Contributors to this book share a perspective that both memory and self are constructed through specific forms of social interactions and/or cultural frameworks that lead to the formation of an autobiographical narrative. Taken together, the chapters weave a coherent story about how each of us creates a life narrative embedded in social-cultural frameworks that define what is appropriate to remember, how to remember it, and what it means to be a self with an autobiographical past."

Haight, B.K., Coleman, P. & Lord, K. (1995). The linchpins of a successful life review: Structure, evaluation and individuality. In B.K. Haight & J.D. Webster (Eds.) *The art and science of reminiscing: Theory, research, methods and applications*. Washington, D.C: Taylor & Francis.

From the chapter: "E. Erikson's (1950) model of human development guides the life review and defines the therapeutic structure. Three linchpins—structure, evaluation and individuality—provide the basis for the process. Structure means that reminiscing should cover the whole life span. Evaluation is the process of weighing and valuing life's events. The one-to-one therapeutic process is what we call individuality."

Haight, B.K. & Webster, J.D. (Eds.) (1995). *Art and science of reminiscing: Theory, research, methods and applications*. Washington, D.C: Taylor & Francis.

Here the authors present reminiscing as a multi-disciplinary topic while examining related theories and research. They also discuss the different ways of conducting life-review interviews and explore therapeutic applications. Contributors include icons in the field, such as James Birren, Irene Burnside and Phillippe Cappeliez.

Hay, P.A. (2002). *Development of an autobiographical group work process for use with oriented nursing home residents*. Lewiston, New York: The Edwin Mellen Press.

Based upon Birren and Deutchman's (1991) book on autobiography groups for older adults, this study involved having nursing home residents write their life stories and read them within a group. Topics include an introduction, a literature review, an overview of the problems associated with living in a nursing home, a summarization of the ten week group work process, research findings, recommendations and the unanticipated responses to the study.

Hinchman, L. & Hinchman, S. (1997). *Memory, identity, community: The idea of narrative in the human sciences*. Albany, NY: SUNY Press.

This anthology documents the importance of narrative to the study of individuals and groups. The editors propose that the human sciences are undergoing a paradigm shift toward a more humanistic language in which narrative plays a complex role. Narratives, they claim, help to make experience intelligible, to crystallize personal identity, and to constitute and nurture

community. The fifteen articles in this collection, organized into sections dealing with memory, identity, and community, are by noted scholars who advocate diverse political and ideological positions. The contributors represent a wide variety of disciplines, including philosophy, history, religion, communication, environmental studies, political science, sociology, anthropology, psychology, and law.

Kaminsky, M. (Ed.). (1983). *All that our eyes have witnessed: Aging, reminiscence, creating*. New York: Horizon Press.

Contributors discuss aspects of aging, reminiscence and creativity in elderhood.

Kaminsky, M. (Ed.) (1984). *The uses of reminiscence: New ways of working with older adults*. New York: Haworth Press.

Contributors provide insights into the uses of reminiscence with older adults. Topics include reminiscence and continuity, recollection, workshops, living history plays, the story, tapping the legacy, healing, hope, health and ending. Also covered are the uses of reminiscence, reminiscence and society, life review poems, the elderly, groups, realities of aging and a bibliography on reminiscence.

Kunz, J.A. & Gray, F. (Eds.) (2007). *Transformational reminiscence: Life story work*. New York: Springer.

Using the life story matrix as a framework, the editors and contributors look at the complexities of life story work with older adults. Topics include techniques, advice on making story public, content and process of reminiscence, using life story approaches to enhance the quality of life for older adults, ameliorating social and psychological problems and interventions. Practical applications, anecdotes, exercises and suggestions are provided.

McMahon, P.W. & Rhudick, P.J. (1967). *Reminiscing in the aged: An adaptational response*. In S. Levin and R.J. Kahana (Eds.) *Psychodynamics studies of aging: Creativity, reminiscing and dying*, pp. 64-78. New York: International Universities Press.

This book chapter describes results of empirical research on non-institutionalized elderly suggesting that reminiscence is positively related to adaptation by maintaining self-esteem, reaffirming identity, mastering personal losses, and positively contributing to society. Findings suggest that reminiscence is not related to intellectual deterioration and that it is positively related to freedom from depression and to personal survival.

Nomura, T. (1998). *Reminiscence and life review: Therapy and skill*. Tokyo, Japan: Chuohoki Publication.

The author discusses therapeutic uses of reminiscence and life review and provides insights on skills needed for utilizing these methods with older adults.

Rubin, D.C. (Ed.) (1988). *Autobiographical memory*. New York: Cambridge University Press.

This book places the study of autobiographical memory in its historical, methodological and theoretical contexts. Topics include research on autobiographical memory, schematic/temporal organization and distribution of autobiographical memories, and failure of autobiographical memory in forms of amnesia.

Rubin, D. C. (Ed.) (1996). *Remembering our past: Studies in autobiographical memory*. Cambridge: Cambridge University Press.

The contributors discuss areas of interest related to autobiographical memory, including cognitive psychology, naturalistic studies and practical problems, such as eyewitness testimony, survey research and clinical syndromes in which there are losses or distortions of memory. Thus the scope of this book extends beyond psychology into law, medicine, sociology and literature.

Schroots, J.J.F. & van Dongen, L. (1995). *Birren's ABC: AutoBiografieCursus*. Assen, The Netherlands: Van Gorcum. (In Dutch).

Describes the Guided Autobiography course developed by Dr. James E. Birren. The course, say the authors, helps people revisit their life stories and write them down in a 10-week course format. The book is intended for teachers, staff and supervisors who wish to institute a Guided Autobiography course in their facilities, or for the individual who would like to follow the guidelines to write his or her own stories.

Sherman, E. (1991). *Reminiscence and the self in old age*. New York: Springer Publishing. From the book jacket: Based upon aging and adult development, this book covers the various dimensions, types and in-depth experiences of reminiscence and life review in old age. "The text includes new findings and ideas on imagery and language of reminiscence, the role of memorabilia and cherished possessions, and expression of life themes and personal narrative in reminiscence. Also featured are the creative and esthetic elements of reminiscence—expressed in both written and oral forms."

Thompson, C.P., Skowronski, J.J., Larsen, S.F. & Betz, A.L. (1996). (Eds.). *Autobiographical memory: Remembering what and remembering when*. Mahwah, NJ: Lawrence Erlbaum Associates.

This volume describes the results of the authors' diary research—an investigation of autobiographical memory through longitudinal studies of graduate students' diaries. Topics include metamemory, flashbulb memories, memory of everyday events, emotional memory, self-schema in memory, episodic memory, order theories, retention, personal characteristics and memory of non-self events.

Thompson, C.P., Hermann, D.J., Bruce, D., Read, J.D., Payne, D.G. & Toglia, M.P. (1998). (Eds.) *Autobiographical memory: Theoretical and applied perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates.

Contains contributions from leading researchers in basic and applied arenas concerned with everyday and traumatic memory. Topics include retrograde amnesia, flashbulb memories, episodic memory, autobiographical memory, gender differences, narrative evaluations, effects of aging, reminiscence bump, epiphenomenalism, and more.

Webster, J.D. & Haight, B.K. (Eds.) (2002). *Critical advances in reminiscence work: From theory to application*. New York: Springer Publishing.

From the book cover: "This book provides a valuable review of the literature and focuses on conceptual issues, developmental/sociocultural contexts, special populations, and clinical application. Topics addressed include: reminiscence and development in late life, personal identity/social discontinuity, spiritual reminiscence, story-telling, integrating reminiscence and life review techniques with therapy, and reminiscence groups for people with dementia."

Wong, P.T.P. (1995). What are the processes of adaptive reminiscence? In B. Haight & J. Webster (Eds.) *Reminiscence: Theory and Research*. Washington, D.C: Taylor & Francis. In this chapter, the author describes the different types of reminiscence, provides guidelines for coding reminiscence, and discusses adaptive processes of reminiscence.

The Self, Identity and Autobiography

Abbs, P. (1983). *Autobiography: Quest for identity*. In B. Ford (Ed.) *The new Pelican guide to English literature*. 8. The present, pp. 509-522. Harmondsworth: Penguin.

Peter Abbs has been exploring the nature of autobiography for some decades. In this early work, he looks at the search for the self, the soul and identity through autobiography.

Allport, G.W. (1942). *The use of personal documents in psychological research*. New York: Social Science Research Council.

This book is a survey and critical study of the uses of personal documents by psychoanalysts. The author reviews the various forms of personal documents and evaluates their use on the basis of style, truthfulness and reliability. Topics include why people write, autobiographies, questionnaires, diaries, letters and artistic projective documents.

Ashmore, R.D. & Jussim, L. (1997). *Self and identity: Fundamental issues*. New York: Oxford University Press.

From the book cover: "This volume presents a critical analysis of fundamental issues in the scientific study of self and identity. Social scientists from psychology, sociology, and anthropology present new and contrasting perspectives on these issues. Topics include the personal versus social nature of self and identity, multiplicity of selves versus unity of identity, and the societal, cultural, and historical formation and expression of selves.

Bates, E.S. (1937). *Inside out: An intro to autobiography*. New York: Sheridan House. Contains a thorough discussion on the subject as well as many short, autobiographical examples.

Belenky, M.F., Clinchy, B.M., Goldberger, N.R. & Tarule, J.M. (1986). *Women's ways of knowing: The development of self, voice and mind*. New York: Basic Books.

From the book cover: "Despite the progress of the women's movement, many women still feel silenced in their families, schools and workplaces. Based on in-depth interviews with 135 women, this insightful book explains why they feel that way."

Breakwell, G. (1986). *Coping with threatened identities*. New York: Methuen.
The author proposes an integrative model that explores the structure of identity and the principles directing its development. Also covered are the relation of the individual to social change, the three levels of coping strategies – intra-psychic, interpersonal and intergroup – and factors that limit the success of such strategies.

Bruner, J. & Weisser, S. (1991). *The invention of self: Autobiography and its forms*. In D. Olson & N. Torrance (Eds.), *Literacy and orality*. Cambridge: Cambridge University Press.
The authors explore the invention of the self through forms of autobiography. Topics include the self-report, conventions of style, social influences, story revisions, purpose, interpretation, narrative accounts, text-making, motivated memory, and others subjects.

Chandler, H.M. (1990). *Transcendental meditation and awakening wisdom: A 10-year longitudinal study of self development*. Dissertation: Graduate School of Maharishi International University. Fairfield, IA.
This study tested the prediction that Transcendental Meditation (TM) promotes the growth of wisdom including holistic self development, affective functioning and cognitive development in the moral domain. Practitioners of TM scored higher than control subjects on measures of autonomy, ego development, principled moral reasoning and intimacy. The results suggested that educators could implement TM as a practical means of helping students develop wisdom.

Eakin, P.J. (1999). *How our lives become stories: Making selves*. Ithaca, NY: Cornell University.
This work enhances knowledge of the complex forces that shape identity and confronts the equally complex problems that arise when we write about who we think we are. Topics include registers of self, relational selves, autobiography, myth of autonomy, storied selves, identity, self-narration, privacy, inviolate personality, and ethics of life writing.

Earle, W. (1972). *The autobiographical consciousness*. Chicago, IL: Quadrangle Books.
This is a philosophical (phenomenological) inquiry into consciousness as an “I.” The author states that the historical statement of philosophy, “Know thyself” is the root of wisdom.

Egan, S. (1984). *Patterns of experience in autobiography*. Chapel Hill, NC: The University of North Carolina Press
In this book, the author explores the uses of fiction for autobiography. Drawing on psychology, sociology, art theory, poetics, religion and the study of myth, she examines four particular patterns that commonly appear in autobiography: paradise and paradise lost, the heroic journey, conversation, and confession. The value of these myths are explored within the examination of a wide range of autobiographical works as Egan demonstrates the subtlety with which fiction serves the needs of truth in autobiography.

Elbaz, R. (1988). *The changing nature of the self: A critical study of the autobiographic discourse*. London: Croom Helm.
The author explores the self as it changes over time as expressed in autobiographical accounts.

Fivush, R. & Haden, C.A. (Eds.) (2003). *Autobiographical memory and the constructions of a narrative self*. Mahwah, N.J: Lawrence Erlbaum Associates.

“Taken together, the chapters weave a coherent story about how each of us creates a life narrative embedded in sociocultural frameworks that define what is appropriate to remember, how to remember it, and what it means to be a self with an autobiographical past.” (p. vii).

Frankl, V.E. (1963). *Man’s search for meaning: An introduction to logotherapy*. New York: Pocket Books.

In this book, Dr. Frankl describes his experiences as a prisoner in Nazi concentration camps that led him to develop logotherapy to help his patients discover the meaning in their lives that keeps them alive and living. He expounds on the central theme of existentialism: to live is to suffer, to survive is to find meaning in the suffering. Each person must find the purpose for himself. To this autobiographical account, the author has added a description of the basic tenets of logotherapy.

Freeman, M. (1993). *Rewriting the self: History, memory, narrative*. London: Routledge.

This book inquires into the process by which people reinterpret and reconstruct the meaning and significance of past experience by drawing on the autobiographies of such notable figures as St. Augustine, Helen Keller, and Philip Roth.

Holstein, J.K. & Gubrium, J.F. (2000). *The self we live by: Narrative identity in a postmodern world*. New York: Oxford University Press.

The authors explore the concept of the self from the early pragmatists like William James, Charles Horton Cooley and George Herbert Mead into a new story of the self that is narratively constructed, yet is disciplined by its social practices. Further, say the authors, the empirical self has become more complex and varied than its early formulators could have imagined.

Hulbert, K.P. & Schuster, D.T. (1993). *Women’s lives through time: Educated American women of the twentieth century*. San Francisco, CA: Jossey-Bass Publishers.

This book draws on fifteen key longitudinal studies to present an analysis of how education, gender, societal forces and personal values have affected the choices and achievements of educated American women throughout the twentieth century.

Johnson, R.A. (1974). *He: Understanding masculine psychology*. New York: Harper & Row.

This book explores what it means to be a man and provides a basis for better understanding of the self or, for women, the men in their lives. It examines the ancient legend of Parsifal and his search for the Grail, using Jungian psychological concepts.

Johnson, R.A. (1977). *She: Understanding feminine psychology*. New York: Harper & Row.

This book explores what it means to become a woman and provides a basis for better understanding of the self or, for men, the women in their lives. It examines the ancient myth of Amor and Psyche as a story of a woman’s task to become whole, complete and individuated.

Lieblich, A. & Josselson, R. (Eds.) (1997). *The narrative study of lives*, Vol. 5. Thousand Oaks, CA: Sage.

From the cover: "This collection explores the challenges of performing narrative work in an academic setting, writing about it in an ethical and revealing fashion, and drawing meaningful conclusions." Topics include personality and life story, multicultural identity, narratives of reform, cultural continuity, race relations, coming of age, resilience among survivors of sexual abuse, and more.

Kaufman, S.R. (1986). *The ageless self: Sources of meaning in late life*. Madison, WI: The University of Wisconsin Press.

Anthropologist Kaufman interviews sixty Californians from age 60 to 90 to gather their thoughts on significant events in their lives, their day-to-day lives now, themselves as persons, and their reflections on aging. Her findings suggest that older people do not see themselves as "old," but they have a sense of self that is ageless. Further they stress continuity of identity, despite physical and social changes associated with aging.

Kenyon, G.M. & Randall, W.L. (1997). *Restorying our lives: Personal growth through autobiographical reflection*. Westport, CT: Greenwood Publishing.

This work provides a perspective on the aesthetic dimensions of composing our lives. Topics include life-as-story metaphor, coauthoring, biographical coaching, biographical aging, narrative environment, larger stories, radical restorying, and the storytelling/story listening exchange. Insights are offered regarding hermeneutical and ethical issues, qualitative research, therapeutic care and everyday life.

Lewis, M. & Brooks-Gunn, J. (1979). *Social cognition and the acquisition of self*. New York: Plenum Press.

This book presents the results of studies in self recognition and postulates that development is an active process involving plans, intentions, biological imperatives and social controls. Attentional, affective, motor and verbal behaviors are explored, as well as a review of the research regarding theory of social cognition, early development, role of self, empathy, friendship and sex role identification.

Long, J. (1989). *Telling women's lives: Slant, straight and messy*. In D.R. Unruh (Ed.) *Personal history through the life course*. Greenwich, CT: JAI Press.

In this chapter, the author describes ways that women engage in self-expression through telling their life stories while avoiding the social penalties for self-assertion. They do this by adopting strategies of self-protection in which they include disguises, apologies and disclaimers. Long describes three strategies women use to tell life stories within an atmosphere of perceived or real threat: telling it slant, telling it straight and telling it messy.

Martin, J. (1988). *Who am I this time? Uncovering the fictive personality*. New York: W.W. Norton.

In this book, the author explores the myriad fictions in our lives through examining the lives of notable persons as well as fictional characters. A psychoanalyst, Martin draws upon "his clinical practice to illuminate the causes and effects of 'fictive personality.'" He looks at society and "the profusion of fictions that characterize modern culture," a society in which "many people don't feel real unless they are playing a part."

Matthews, S.H. (1979). *The social world of old women: Management of self-identity*. Beverly Hills, CA: Sage Publications.

The author looks at the self-identity of older women and how their self-concept changes in the social context of aging.

McAdams, D.P. (1993). *The stories we live by: Personal myths and the making of the self*. New York: William Morrow.

McAdams suggests that each of us discovers what is true and meaningful in our lives, and in ourselves, through the creation of personal myths. He challenges the traditional view that our personalities are formed by fixed characteristics, or by predictable stages through which we grow. We are the stories we tell, he says, as he explores how understanding and revising our personal stories can open up new possibilities for our lives.

McAdams, D.P. (1985). *Power, intimacy and the life story: Personalogical inquiries into identity*. New York: Guilford Press.

Who am I? And how do I fit into the world? These are the questions individuals ask themselves to make sense of their lives. McAdams' book addresses the human quest for identity. The author reinterprets some of the classic writings in psychology as he shows how each of us constructs a life story in order to meet the identity challenge and create a sense of unity and purpose in our lives.

Olney, J. (1972). *Metaphors of self: The meaning of autobiography*. Princeton, NJ: Princeton University Press.

The first chapter is a theory of autobiography. Taking Heraclitus' idea of constant flux, Olney suggests the human need for order leads us to create cosmologies reflecting our personal selves. The autobiography is the "symptomatic key" to the individual. He discusses ideas of selfhood, time, uniqueness and consciousness. He considers moments of fullest realization the highest parts of awareness. Olney refers to metaphor as our way of knowing, of connecting past to present perception. He distinguishes between autobiographers who examine unique consciousness and those who report events. Included are essays with the selections on the autobiographies of Montaigne, Jung, Fox, Darwin, Newman Mill and a section on Elliott's *Four Quartets*. He concludes with a section called "Synthesis."

Porter, R.L. (1973). *Voice within: Reading and writing autobiography*. New York: Knopf. Guide to listening to your inner voice as you read and write autobiography.

Randall, W.L. (1995). *The stories we are: An essay on self creation*. Toronto, Canada: University of Toronto Press.

The author "sets out to explore certain implications of the familiar metaphor, 'the story of my life,' and analyzes its possible significance with respect to our self-understanding. Our life story," he says, "may be our most important possession." He examines life-as-story from a psychological approach and explores the links between literature and life, as well as the range of story-telling styles. He draws upon a variety of fields, including psychology, psychotherapy, theology, philosophy, feminist theory and literary theory.

Rosenberg, M.B. & Bergman, L.V. (1975). *Women and society: A critical review of the literature with a selected annotated bibliography*. Beverly Hills: Sage Publications.

This book is organized by topics: women in psychology, women in religion, women in medicine, etc. Also covered are women in biography, autobiography and memoirs.

Autobiographies are scattered throughout under the various headings: suffrage, feminism, education, sexuality, etc.

Rosenmayr, L. (1982). Biography and identity. In Hareven, T.K. & K.J. Adams (Eds.) *Aging and life course transitions: An interdisciplinary perspective*. New York: Guilford Publications. This chapter addresses the following topics: the growing interest of the social sciences in the life course, life phases: their sociobiological origin and determination by the division of labor in society, the historical genesis of new life phases, the changing bases of memory: theoretical and empirical issues, and conceptual and methodological intricacies of the biographical approach.

Rosenwald, G.C. & Ochberg, R.L. (Eds.) (1992). *Storyed lives: The cultural politics of self understanding*. New Haven, CT: Yale University Press. The editors' object is to present a new way of thinking about autobiographical narratives. They argue that these narratives play a significant role in the formation of identity, that the way they are told is shaped by prevalent cultural norms, and that the stories--and the lives to which they relate--may be liberated from the psychic and social obstacles constraining them if the narrators gain critical insight into their own accounts. Presenting examples of both positive and negative life stories, the authors demonstrate how "telling one's life" has the potential to clarify or question one's commitments and to affirm or modify one's future development.

Runyan, W.M. (1982). *Life histories and psychobiographies: Explorations in theory and method*. New York: Oxford University Press. From the book jacket: "The author analyzes a number of the basic methodological and conceptual issues encountered in the study of individual life histories in the field of psychobiography. He reviews criticisms of the field and suggests criteria for evaluation and improvement. Theoretical points are illustrated with examples drawn from the lives of Emily Dickinson, Vincent van Gogh, Jesus, Abraham Lincoln, Malcolm X, Shakespeare, Woodrow Wilson, Virginia Woolf, and several of Freud's cases."

Runyan, W.M. (1997). Studying lives: Psychobiography and the conceptual structure of personality psychology. In R. Hogan, J. Johnson and S. Briggs (Eds.) *Handbook of Personality Psychology*. San Diego, CA: Academic Press. This chapter discusses the reintegration of the study of lives back into the fabric of personality psychology and how it is related to quantitative and experimental research traditions. Further it explores the conceptual structure of personality psychology and progress toward addressing related methodological and epistemological problems. The author argues for an interdisciplinary synthesis of the hard end of psychology (i.e. cognitive science and neuroscience) with the soft end of psychology (i.e. study of lives in social, cultural and historical contexts).

Ruth, J.E. & Oberg, P. (1992). Expressions of aggression in the life stories of aged women. In K.Bjorkqvist & P. Niemela: *Of mice and women. Aspects of female aggression*. San Diego, CA: Academic Press. In this chapter, the authors explore aggression in older women and discuss life history research, analysis of life stories, society and family as sources of aggression, and life without aggression. The life histories of older women in this study were relatively free of expressions of aggression. This lack of aggression exhibited by the women studied, say the authors,

could be attributed to the generation studied, gender, sociocultural conditions of life lived, psychological adjustment, age, and reinterpretations of aggressive events across the life span.

Ruth, J.E. & Vilkkko, A. (1996). Emotion in the construction of autobiography. In C. Malatesta-Magat & S. McFadden (Eds.) *Handbook of emotion, adult development and aging*, pp. 167-181. San Diego, CA: Academic Press.

This chapter discusses the life lived, experienced and narrated and how these interact to construct a life story. Topics also include the origin of emotions, the intersubjective nature of emotions, understanding emotions based upon cultural communality of reaction, how the collective subjectivity is reflected in gender- and class-specific narratives, accounts from different periods of life, and how emotions can be regulated by the use of symbolic expressions from the cultural repertory.

Shain, M. (1973). *Some men are more perfect than others: A book about men, and hence about women, and love and dreams*. New York: Bantam Books.

This book describes the differences among men and women, love, romantic love, and making love. Other topics include marriage, getting it together, happiness and unhappiness, divorce, loss of love, and going it alone.

Stone, E. (1989). *Black sheep and kissing cousins: How our family stories shape us*. New York: Penguin Books.

In this book, the author describes how “family stories define our sense of the unique nature of our families and our own places in them. These stories never leave us; they reverberate through our lives, guiding our choices in work, friendship and love.” The author weaves her own life stories and those of more than a hundred others through different backgrounds, ages, regions, births, deaths, wealth, hope and romance.

Weintraub, K.J. (1982). *The value of the individual: Self and circumstance in autobiography*. Chicago, IL: The University of Chicago Press.

The book provides a historical view of changing attitudes toward individuality from antiquity to the early 19th century. It explores the philosophical, psychological and cultured history of the West from an examination of such varied autobiographers as Cellini and Rousseau, Abelard and Benjamin Franklin, Gibbons and Saint Teresa.

Life Span Development and Autobiography

Alheit, P., Bron-Wojciechowska, A., Brugger, E. & Dominice, P. (Eds.) (1995) *The biographical approach in European adult education*. Vienna, Austria: Verband Wiener Volksbildung.

This volume collects papers from international research conferences documenting the complexities of the biographical approach in adult education. It explores theoretical, empirical and applied biographical and life-history research, about which scholars from different European countries present their findings.

Bertaux, D. (1981). *Biography and society: The life history approach in the social sciences*. New York: Anchor Books.

Describes the social aspects of biography from the life-history approach to the transformation of sociological practice with today's interest in the individual lives of human beings.

Bielby, D.D. & Kully, H.S. (1989). *Social construction of the past: Autobiography and the theory of G.H. Mead*. In D.R. Unruh & G.S. Livings (Eds.) *Personal history through the life course*. Greenwich, CT: JAI Press.

Describes autobiography within the social constructionist paradigm of George Herbert Mead.

Birren, J.E. & Hedlund, B. (1986). *Contribution of autobiography to developmental psychology*. In N. Eisenberg (Ed.), *Perspectives in developmental psychology*. pp. 1-35. New York: John Wiley.

The authors explore the ways autobiography has contributed to the science of developmental psychology.

Birren, J.E., Kenyon, G.M., Ruth, J.E., Schroots, J.F. & Svensson, T. (1996). *Aging and biography: Explorations in adult development*. New York: Springer Publishing.

From the cover: "Personal life narratives can serve as a rich source of new insights into the experience of human aging. In this comprehensive volume, an international team of editors and contributors provide effective approaches to using biography to enhance our understanding of adult development. In addition to providing new theoretical insights on aging and biography, the book also details new developments concerning the practical uses of different biographical approaches in both research and clinical work. The book advances the use of narrative approaches in gerontology."

Bridges, W. (1980). *Transitions: Making sense of life's changes. Strategies for coping with the difficult, painful and confusing times in your life*. Reading, MA: Addison-Wesley Publishing.

From the cover: This book "helps both in identifying and in coping with critical changes in our lives. It takes us step by step through the transition process, while offering skills, suggestions and advice for negotiating three perilous passages: endings, the neutral zone and the new beginning. The book explores the underlying pattern of transition, whatever the specific change."

Cohler, B.J. (1982). *Personal narrative and the life course*. In Baltes, P.B. & Brim, O.G. (Eds.), *Life-span development and behavior*, Vol. 4, pp. 205-241. New York: Academic Press. Explores the role that personal narrative plays in the life course of an individual.

Coupland, N. & Nussbaum, J.F. (Eds.) (1993). *Discourse and lifespan identity*. Newbury Park, CA: Sage Publications.

From the book cover: "How are social development, maturation, aging, stability, and change reflected in human interaction and in social contexts? How, where and when does age surface as a theme in everyday talk? What social rituals endorse our accepted views of 'coming of age'? What can language achieve for us?" Of particular interest are the following chapters: "Autobiographies and the shaping of gendered lives" by M.M. Gergen and K.J. Gergen; "Discursively formulating the significance of reminiscence in later life" by K. Buchanan and D.J. Middleton; "Positioning and autobiography: Telling your life" by L. Van Langenhove and R. Harre; "Making connections: Narrative as the expression of continuity between generations of grandparents and grandchildren" by V.C. McKay.

De Beauvoir, S. (1972). *The second sex*. Middlesex, England: Penguin.

This book is a classic work of female development across the lifespan first published in French in 1949. The book would be of interest to women and others as a supplement to the standard development works like Erikson.

DeLange, M.C. (2006). *Building a lifelong journey: A guided autobiography*. Master's thesis. San Francisco, CA: San Francisco State University.

This Master's thesis describes the process of gathering life stories from a group of volunteer older adults at an assisted living facility. Sessions were conducted to engage the older adults in a shared oral history using the Birren method of Guided Autobiography. The paper offers the author's review of experiences as group leader and provides recommendations for future implementation of the method.

Dollard, J. (1949). *Criteria for the life history. With an analysis of six notable documents*. New York: Peter Smith.

This book provides a useful approach to criteria for evaluating life histories. The author describes seven such criteria and, in reviewing the six documents, one of which is autobiographical, he demonstrates the application of the criteria. Included are the author's thoughts on the ideas of Edward Sapir, an eminent anthropologist who included in his studies the topic of culture and personality.

Ford, J. & Sinclair, R. (1987). *Sixty years on: Women talk about old age*. London: The Women's Press.

The author has gathered autobiographical data from women over 60 who talk about growing old, womanhood and other topics.

Kenyon, G.M. (2002). *Guided autobiography: In search of ordinary wisdom*. In G. Rowles & N. Schoenberg (Eds.), *Qualitative gerontology: Second Edition*. New York: Springer Publishing.

The author explores ways in which ordinary wisdom can emerge from autobiographical writings in such programs as the Birren Guided Autobiography courses.

Kenyon, G.M., Clark, P. & de Vries, B. (Eds.) (2001). *Narrative gerontology: Theory, research and practice*. New York: Springer Publishing.

From the cover: "Effectively integrating theory, research and practice, this volume emphasizes the ways narrative approaches, such as guided autobiography and life review, can be [utilized] to improve the quality of care and the quality of life for older adults. Professionals in gerontology, social work, nursing, medicine, counseling, family therapy and occupational therapy will find valuable insights on how to incorporate narrative approaches into their work."

Kenyon, G.M., Ruth, J.E. & Mader, W. (1999). *Elements of a narrative gerontology*. In V. Bengtson & W. Schaie (Eds.), *Handbook of theories of aging*, pp. 40-58. New York: Springer Publishing.

The authors describe the field of narrative gerontology and explore a number of implications that it has for theories of aging and for understanding time, death, wisdom and postmodern aging. They also identify some important vantage points for research and theory development from the narrative gerontology perspective.

Lee, J. (Ed.) (1994). *Life and story: Autobiographies for a narrative psychology*. Westport, CT: Praeger.

Narrative psychology precedes from the assumption that understanding human experience and behavior necessarily involves reviewing the relevant historical and cultural contexts in which they occur. This book is an argument for, and example of, narrative psychology. It contains an autobiographical essay by Theodore Sarbin, a "duography" by Mary and Kenneth Gergen, a "teleography" by George Howard, and nine other life stories by people whose scholarship has reflected a contextualist, or narrative, root metaphor.

Matthews, S.H. (1986). *Friendships through the life course: Oral biographies in old age*. Beverly Hills, CA: Sage Publications.

This book is based on the oral testimony of 63 elderly people who, in the course of relating their life stories, told of their friendships from childhood to old age. It provides conceptual insight into the meaning and process of friendship in the context of people's lives. It also demonstrates the importance of looking at individuals, particularly elderly people, within a biographical framework.

McAdams, D.P., Josselson, R. & Lieblich, A. (Eds.) (2001). *Turns in the road: Narrative studies of lives in transition*. Washington, D.C: American Psychological Association.

In this book, accomplished scholars explore life narratives to help further understanding on significant transitions and turning points in the human life course. Their analyses reveal the nuances of such transitions as adolescents gaining a stronger sense of identity, recent graduates taking their place in the world of work, a young man struggling to overcome addiction, and middle-aged women coming to terms with divorce. Uniting them all are insights that lead to a new sense of self in the world.

Oakeshott, E. (1960). *Childhood in autobiography*. Cambridge, England: University Press. The author explores the nuances of childhood as revealed in autobiography.

Peake, T.H. (1998). *Healthy aging, healthy treatment: The impact of telling stories*. Westport, CT: Praeger.

This book explores several variations on story themes. It provides a preview of considerations for health professionals, such as the three distinct cultures of medicine, psychology and religion, programs and places where healing occurs, and principles that promote health by striking a balance between continuity and change across the lifespan. It examines issues of how healthy stories can lead to aging well, the narrative wisdom of people, and the reality of illness, hope and personal healing. It concludes with a review of implications for healing professionals.

Pratt, M. & Fiese, B. (2004). *Family stories and the life course: Across time and generations*. Mahwah, N.J. & London: Lawrence Erlbaum Associates.

Randall, W. & Kenyon, G. (2001). *Ordinary wisdom: Biographical aging and the journey of life*. Westport, CT: Praeger.

The authors examine the concept of wisdom. What wisdom is exactly has vexed thinkers throughout the history of thought. This study adds to a growing movement that is reclaiming wisdom as a meaningful concept by viewing human development in terms of metaphors. The authors see wisdom, not as an unattainable ideal nor as the sole province of experts, educators, geniuses, therapists or saints. Rather, it is potentially within the reach of everyone, not as a commodity but as a quality of life--as a matter of being, not of having.

Ray, R.E. (2000). *Beyond nostalgia: Aging and life-story writing*. Charlottesville, VA: University of Virginia Press.

For three years, Ruth E. Ray visited and participated in writing groups at senior centers in inner-city and suburban Detroit, looking for ways in which the elderly fashion their memories through personal narrative. Her book involves the reader in the construction of life stories as a richly rewarding and highly social process that often reveals the types of relationships that dominate the lives of group members, the majority of whom are women. Topics include narrative self and adult development, gender, race and class, autobiographical memory, group effects, gender and emotion, and learning from our differences.

Reker, G. T. & Chamberlain, K. (Eds.) (2000). *Exploring existential meaning: Optimizing human development across the life span*. Thousand Oaks, CA: Sage Publications. The contributors address the role of existential meaning in moderating the physical and emotional effects of stress on people across the life span. Included are the fundamental models and definitions in the study of existential meaning, appropriate research methodology, and specific applications of the theories, models of the methodologies presented.

Roach, H. (1981). *Letters anonymous and otherwise: The retirees speak*. New York: Vantage Press.

These letters and replies to a questionnaire provide an illuminating view of how one professional group dealt with retirement. Included are some plans for retirement and tips about the everyday habits of being. It suggests early preparation for the many aspects of retirement and emphasizes the need to test out any change before finally deciding.

Staudinger, U.M. (1989). *The study of life review: An approach to the investigation of intellectual development across the life span*. Berlin, Germany: Max-Planck-Institut fur Bildungsforschung.

The Life Review Task (LRT) introduced in this study is proposed as a tool for exploring wisdom and intellectual functioning in adulthood. Three life review problems referring to different stages of life (young, middle-aged, old) were developed to elicit knowledge about the entire spectrum of adult life. Three major questions were examined: possible age differences in the quality of responses to the LRT, performance factors related to the LRT, and alternative predictors of response quality (i.e. personality characteristics, life experience).

Weiss, R.S. & Bass, S.A. (2002). *Challenges of the third age: Meaning and purpose in later life*. New York: Oxford University Press.

This book looks at such topics as meaning and change through the life cycle, the third age, social sources of meaning, and aging and life story among gay men.

Autobiography, Mental Health and Illness

Abelard, P. (1922). *Historia calamitatum*. The story of my misfortunes: An autobiography by Peter Abelard. St. Paul, MN: T.A. Boyd.

This is the autobiography of a priest and thinker (1079-1142) who was famed for the literature on his love for Heloise.

Annis, A. (no date) The use of autobiographical communication to facilitate a high quality psychologically based professional relationship. Dissertation. University of California, Los Angeles.

Beers, C. (1928). *A mind that found itself*. New York: Doubleday.
This is an autobiography of a manic-depressive person.

Boder, D.P. (1950). *Topical autobiographies of displaced people*. Chicago: University of Illinois Press. 16 volumes.
These volumes contain autobiographies of dozens of people in camps for displaced people including the Jewish people during and after World War II.

Boisen, A.T. (1960). *The exploration of the inner world*. New York: Harper & Bros.
Discusses bipolar disorder, depression and other mental illnesses.

Boisen, A.T. (1960). *Out of the depths*. New York: Harper & Row.
Autobiography including schizophrenic experiences.

Brooks, V.W. (1957). *Days of the phoenix*. New York: E.P. Dutton.
Autobiography of a person who suffered depression.

Cavan, R.S. (1928). *Suicide*. Chicago: University of Chicago Press.
Autobiography of a woman who tried to commit suicide.

Coate, M. (1964). *Beyond all reason*. London: Constable.
Schizophrenic's autobiography.

Constance, J. (1952). *Wisdom, madness & Polly*. New York: Farrar, Straus & Cudahy.
Autobiographical account of a manic-depressive.

Dahl, R.G. (1959). *Breakdown*. New York: Bobbs-Merrill Co.
Discusses a mental breakdown.

Deming, B. (1966). *Prison notes*. New York: Grossman.
Autobiographical reflections on being in prison.

Evans, M. (1952). *A ray of darkness*. London: Arthur Baker.
Autobiography of an epileptic.

Field, J. (1952). *A life of one's own*. Harmondsworth, Middlesex, England: Penguin Books.
Account of a conscious attempt to attain a personal standard of values and understand conditions for happiness.

Forel, A. (1937). *Out of my life and work*. New York: W.W. Norton.
Autobiography of a Swiss physician and reformer who pioneered humane treatment of the insane and developed occupational therapy.

Fry, P.S. & Barker, L.A. (2002). *Female survivors of abuse and violence: The influence of story-telling reminiscence on perceptions of self-efficacy, ego-strength and self-esteem*. In J.D. Webster & B.K. Haight (Eds.) *Critical advances in reminiscence work: From theory to application*. New York: Springer Publishing Co.
Explores how storytelling affects the self-concepts of women abuse victims.

Hahn, M.E. (1963). *Psychoevaluation: Adaptation-distribution-adjustment*. New York: McGraw-Hill.
This is a review of evaluation procedures for school counselors. Hahn recommends the use of the comprehensive autobiography for personality and vocational needs assessment.

Israeli, N. (1936). *Abnormal personality and time*. Lancaster, PA: Science Press.
This text contains a section on autobiography.

Hennell, T. (1967). *The witnesses*. New Hyde Park, NY: University Books.
Schizophrenic's autobiography.

Hillyer, J. (1926). *Reluctantly told*. New York: MacMillan.
Autobiographical account of depression.

Jefferson, L. (1948). *These are my sisters*. Tulsa, OK: Vickers Publishing.
Autobiography of a mentally ill person.

Johnson, D.M. (1957). *The plea for the silent*. London: Christopher Johnson.
Autobiography of a schizophrenic.

Kaplan, B. (Ed.) (1964). *The inner world of mental illness*. New York: Harper & Row.
This is a collection of first-person autobiographical accounts of mental illness.

LeDuc, V. (1971). *Mad in pursuit*. London: Hart-Davis.
The special sensibility of this French novelist makes her autobiographical works as poetical as her fiction. Her homosexuality and intensity make her story a pathological account.

Ludlow, F. (1857). *The hashish eater*. New York: Harper & Brothers.
Autobiography of a person with a drug problem.

MacLane, M. (1962). *The story of Mary MacLane*. Chicago, IL: Herbert S. Stone & Co.
An account of mental illness.

Moore, W. (1955). *The mind in chains*. New York: Exposition Press.
Autobiography of a schizophrenic.

Morris, J. (1974). *Conumdrum*. New York: Harcourt, Brace & Jovanovich.

Autobiography of a transsexual.

Novel, S. (1968). *The second look: The reconstruction of personal history in psychiatry and psychoanalysis*. Baltimore, MD: John Hopkins Press.
Explores the use of personal history in psychiatry.

O'Brien, B. (1958). *Operators and things: The inner life of a schizophrenic*. Cambridge, MA: Arlington Press.
Autobiography of a schizophrenic.

Ogden, J.A.H. (1947). *The kingdom of the lost*. London: Bosley Head.
Account of J.A. Howard Ogden's schizophrenia, treatment in mental institutions and eventual escape.

Perry, T. (1972). *The Lord is my shepherd and he knows I'm gay*. Los Angeles, CA: Nash.
Experiences and difficulties of a gay man.

Peters, F. (1949). *The world next door*. New York: Farrar, Strauss & Co.
Schizophrenic's autobiography.

Porterfield, A. (1946). *Youth in trouble*. Ft. Worth, TX: Top Notch Books.
Chapter 3 contains the unhappy autobiographical statement of the life of an adopted child.

Renee. (1951). *Autobiography of a schizophrenic girl*. New York: Grune & Smation.
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