

the behavioral specification equation, the principle of instrument-free factors, and the causal interpretation of personality source traits.

Several aspects of the *O-A Test Kit* merit the attention of clinicians. First, it represents a truly innovative approach to personality measurement and is a major step in the direction of a scientific strategy for personality assessment and research. Second, because the battery can be administered to small groups of examinees by a person with BA-level training or less, it is really not as expensive or time consuming as it might seem. Furthermore, the instructions for administration are available on cassette tapes and all but a few of the 76 tests use machine-scorable answer sheets. Also, any subset of the 10 factors can be administered, since each factor battery is self-contained. Third, the criterion validity data is supportive of the usefulness of the various factors, especially as they pertain to clinical diagnosis and related functions. The primary types of applications are prediction of performance and analysis of the individual case via the appropriate specification equation.

A few potential limitations of the O-A battery should be mentioned. First, the reliability estimates and normative data are based on samples of high school students, but the authors claim a range of application from age 14 to 30; clearly, adult standardization data is needed. Second, there are no comprehensive validity studies of the O-A battery in its present form — the reported validities were located in studies of earlier versions of the tests and factors and organized under the now familiar universal index (U.I.) system. Several large-scale validity studies of the current battery are in progress. Finally, Cattell's evangelical style, although he appears to have mellowed in recent years, will still annoy some readers of the *O-A Handbook*.

In conclusion, the *O-A Battery Test Kit* and the accompanying handbook, *Personality Theory in Action*, constitute an important contribution to personality assessment technology and practice. While additional research is required, what may be even more critical is the accumulated experience and clinical validity that only diagnosticians in a variety of applied settings can supply.

Kazimierz Dabrowski and Michael M. Piechowski. *Theory of Levels of Emotional Development: Volume 1 — Multilevelness and Positive Disintegration. Volume 2 — From Primary Integration to Self-Actualization.* Ocean-

side, New York: Dabor Science Publications, 1977, xiv + 241, viii + 259 pages.

Disintegration of Behavior Not Always Negative

Reviewed by Louise Bates Ames

Louise Bates Ames, PhD, currently Associate Director of the Gesell Institute, has long been interested in the successive stages of equilibrium and disequilibrium through which the behavior of the human organism appears to develop. Her own paper "The Developmental Point of View With Special Reference to the Principle of Reciprocal Neuromotor Interweaving" with Ilg (1964) refers to Dabrowski's 1964 book on "Positive Disintegration."

In turn, the current Dabrowski books refer to the earlier Gesell/Ames theory. The two theories are substantially different in detail, but have in common the basic concept that disintegration of behavior does not necessarily always have a negative connotation.

The task of this work, according to the authors, is "to present a theory of human development which constitutes a distinct conceptual system," with special emphasis on emotional development.

In 1964 Dabrowski introduced his theory of positive disintegration which held that development is a function of the level of organization. "Personality development is viewed as a nonontogenetic pattern of individual growth. What evolves is the structure underlying the organization of behavior. The structure determines the particular level of development."

In everyday terms, Dabrowski's theory appears to hold that for an individual to move from a lower to a higher level of emotional development, the earlier or lower level must disintegrate. Disintegration can occur in association with certain periods of life (adolescence, menopause), or in relation to particularly stressful situations. It is not always positive. That is, an individual who characteristically functions at the lowest level and who goes through a period of disintegration may simply, once the time or situation of stress is past, slip back to this lowest level.

But if he is moving upward in his functioning, then the breakup of a lower level can be positive. Unlike Gesell, for whom alternating periods of equilibrium and disequilibrium (disintegration) occur more or less automatically with age, Dabrowski holds that some individuals (psychopaths or individuals who

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by nature are poorly endowed) may not ever move past the initial or lowest stage of emotional functioning.

The authors point out that:

The significance and the originality of the theory of positive disintegration does not lie, as it is often believed, in introducing the idea of disintegration as a positive developmental practice. Understandably this aspect of the theory appears closest to clinical psychology, psychiatry and education. Nevertheless, the significance and originality of the theory lie in its concepts of developmental structures, developmental potential and the characteristics by which they can be detected and measured.

Dabrowski's purpose, in his research and in his books, is to identify the factors involved in change so that one can measure their operation quantitatively. He and his collaborator, Michael Piechowski, present two pentatonic sets on which their theories are based. The first and seemingly most important set is made of five levels of development: primary integration, unilevel disintegration, spontaneous multilevel disintegration, organized multilevel disintegration, and secondary integration.

Much of book one is devoted to setting forth the sexuality, emotional behavior, cognitive behavior, social behavior and so on of individuals at each of the five levels of maturity development. Though this very clearly is not a self-help book, those patient readers interested in identifying their own levels of performance may wish to do so. Even levels of suicidal behavior and such aberrations as psychoneurosis, infantilism and regression are presented.

In short, Volume 1 presents a highly philosophical view of behavior as it evolves from the most simple functioning organization to the most complex. (Its carefully structured presentation might make this book an ideal text for a college or graduate school course.) It might be of most interest to those with a strong philosophical as well as a strong religious bent. There appears to be a very strong religious component in functioning at Level Five, at which level "union with God is experienced in meditation or in strong intuitive projections."

In Volume 2 the authors continue elaborating and developing their system, but in this volume, using methods ranging from autobiography to a neurological examination, the terms of the theory are related to subjective material obtained from well over one thousand subjects. The authors' purpose was to develop the means by which the terms of the theory can be recognized, systematically and reliably, in data from a variety of sources.

Two questionnaires were thus given to sub-

jects and very careful assessment of data delegated each subject to one of the five levels of development.

The books taken together or separately do not permit superficial or easy reading. Thus the equation $DP = (d + oe) \times Y$ indicates the developmental potential of any subject. In this equation d stands for the percentage of dynamism ratings in the total number of ratings of the subject's material; oe stands for the percentage of overexcitability ratings in the total number of ratings for the same subject, and Y is the ratio of the total number of ratings (b) divided by the total number of response units (a) for a given subject.

The entire system is very elegant in its construction. The authors' elaboration of the system and their case illustrations are enlightening. The present reviewer might have been more comfortable with the system had there been some intermediate stage of integration between the lowest level and the highest. (It is also perhaps significant that the biography of the individual who achieved the highest level is the historical figure Antoine de Saint Exupery).

These books will in all likelihood be most especially welcomed by those individuals who have long been intrigued by Dabrowski's theory of positive disintegration.

Robert G. Harper, Arthur N. Wiens, and Joseph D. Matarazzo. *Nonverbal Communication: The State of the Art.* New York: John Wiley and Sons, 1978, 355 pages, price unreported.

Reviewed by Claude M. Ury

The reviewer is with the U. S. Department of Commerce Environmental Research Laboratories. He has been employed as a school psychologist and has conducted research in nonverbal communication. Dr. Ury's work has also involved clinical assessment of nonverbal elementary school children.

This volume attempts to delineate the current "State of the art" in five of the most important areas of nonverbal communication research, namely paralanguage and formal characteristics of speech, research on facial expression, kinesics, the eye and behavior, and proxemics: the study of space; taking into account the most important recent studies and the methodological principles involved.

In Chapter 1 the authors identify and discuss some of the many different definitions and classification systems that researchers