

dures in elementary or secondary schools. Furthermore, additional sections might have included some papers on the sociology of abnormal behavior, since there is growing evidence to suggest that abnormal behavior may be a result of social-class status.

In summary I find this book of readings an excellent source book for readings in abnormal psychology. It can be utilized as a reader alongside a textbook or it can also be utilized as a basic text in an advanced seminar for abnormal psychology. The book, for the most part, is easily readable since the authors' introductions to the chapters succinctly outline the important issues to come. Thus I find this book to be a fine choice of readings in that these papers attempt to define the basic issues in abnormal psychology and present differential treatment approaches to abnormal psychology.

## CLINICAL PSYCHOLOGY: AN EMPIRICAL APPROACH

By Erasmus L. Hoch. Belmont, California: Brooks/Cole Publishing Company, 1971. Pp. x + 112. (Pap.)

Reviewed by Joe Moore,  
York University.

The author attempts to demonstrate that "much of what is happening in the non-clinical areas of psychology is grist for the clinician's mill and that, in turn, psychologists in such areas as motivation, learning, perception, attitude change, problem-solving, decision theory, and others would do well to acquaint themselves with the latest developments in clinical psychology."

Hoch does a good demonstration of the former in his references to studies performed on sleep and dreaming, avoidance learning in dogs, conflict resolution, conscious control of brain waves, etc. Thus the main point to be said for this short, easily readable, statistics free book is the discussion of a wide range of research studies and how these can have some bearing on clinical problems.

Hoch gives no mention to research performed on process variables (dimensions of therapists' qualities and the like) and how these relate to therapeutic change.

The only "school" of therapists that Hoch discusses is "behavior" therapists. This is a major drawback as no discussion of research in the schools of psychoanalysis, client-centered, learning, and the like, might lead the novice reader into thinking that behavior modification is the only approach open to an empirical approach in clinical psychology.

With the above limitations mentioned, this book is suitable: 1, as supplementary reading for those familiar with research in the clinical area; 2, as supplementary reading for those studying a larger overview of research in the clinical area; and, 3, as reading for those psychologists and non-psychologists outside of the clinical area who want to see how various areas of research can have bearing upon some clinical matters.