

The book is divided into five parts. Part I is largely historical in that it focuses on the emergence of the traditional forms of neurosis. Part II deals with neurotic processes including: expression of passive love only, compulsive repetition of ineffectual behavior, the paranoid reaction, faulty identification, overdependence, confused self-concept, repression, and displacement. Here the author illustrates how these modern syndromes are not structured with the clear-cut symptom formations as are the traditional symptoms. Rather they display much more unbound anxiety. Part III is devoted to five psychosomatic responses. Parts IV and V are concerned with the individual's experience in therapy and the methods of treatment currently employed.

The author has intended that this book be used as a text for students of clinical and counseling psychology or for those concerned with abnormal behavior. It has, however, merit for those who are practising professionals as well as for those who are teaching. Each chapter is followed by a summary and a set of questions to aid in the student's mastery of the material. Boldfaced terms are defined in a glossary at the end of the book. Chapters are introduced to provide the reader with a rapid overview of what is to come.

Dr. Stein brings to bear a background of experience that is very suitable for the task he has set for himself. He has been a teacher, psychotherapist, supervisor of clinical practice and a private consultant. The book is a most scholarly, illuminating treatment of the various dimensions of the neurotic processes. He does not adhere to one school of therapy. Rather, by synthesizing views of many writers, he offers the reader a more eclectic perspective. While quite precise in documentation, the book is also lucid and rich in clinical detail. If one evaluates the book in terms of the objectives the author has set for himself, it is apparent that he has done a fine job.

ABNORMAL PSYCHOLOGY: READINGS IN THEORY AND RESEARCH

E. A. Southwell & H. Feldman (Eds.). Belmont, California: Brooks/Cole, 1969.

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Abnormal Psychology: Readings in Theory and Research is a collection of papers which purports to acquaint the reader with the basic issues in abnormal psychology. The design of the format of the book enables the novice reader to become quickly acquainted with the outstanding issues and theoretical treatment approaches in abnormal psychology. Part I of the book deals with the definitive problems in abnormal psychology, such as whether or not abnormal behavior should be classified as a medical or social problem. Parts II, III, IV, and V present the various theoretical and treatment approaches to abnormal behavior, namely those of the psychoanalytic,

client-centered, learning theory, family therapy, and biological approaches.

In section I of this book, papers by Szasz and Ausubel present contrasting views on the question of whether abnormal behavior is or is not a medical disease. Chapter II presents papers on the general approaches to the definition of abnormal behavior. Papers by Allport and Wegrocki serve to delineate how abnormal behavior can be defined by different criteria such as statistical and cultural norms. An additional paper by Scott is an excellent selection for this chapter since it outlines the ways in which the various definitional approaches in abnormal psychology lent themselves to different research considerations. Finally the last paper in the chapter presents correlates of positive behavior in defining concepts of mental health.

The remaining sections of the book deal with the theoretical approaches of abnormal psychology. The format of these sections follows the same pattern: first, the theoretical approach is presented and defined, second, the treatment model is more fully analysed and explained, and, third, the treatment model is critiqued.

In presenting the psychoanalytic approach to abnormal psychology, papers by Freud and Fenichel are examined. An excellent critique paper by Albert Ellis examines the accomplishments of the psychoanalytic approach.

Two papers by Carl Rogers are presented to explain and analyze the client-centered approach. One of the more important papers in this book, a paper by H. Eysenck, serves to critique the claims of the client-centered approach.

In presenting the learning theory approach, papers explaining the views of Eysenck and B. F. Skinner are presented. I consider this chapter very critical for it serves to delineate the differential approaches of operant and classical conditioning. Interesting papers in this chapter include papers by Lang and Lazovile on desensitization procedures and Ayllon and Michael on operant reward procedures. The critique of this approach is presented in a paper by Skinner and Blanshard in which they debate the efficacy of the learning theory approach; unfortunately a critique by an advocate of another theoretical approach such as client-centered or psychoanalytic is not presented.

The last section of the book presents some interesting papers on family-therapy approaches and biological approaches to abnormal psychology. I feel that these latter papers of this book bring an interesting and contrasting view to the issues in abnormal psychology since the majority of the previous papers in this book have dealt with environmental factors in the etiology of abnormal psychology.

In considering this book for possible use with school teachers, counselors, and other personnel, there are a number of limitations that should be noted. In the first place, this book does not present papers on various new considerations in the organization of community psychology and community psychiatry. It includes no papers on the emerging role of para-professionals in the mental health field. More importantly, it does not discuss applications of mental health proce-

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,
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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.