

BOOK REVIEWS/COMPTEs RENDUS

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Psychopathology: The Science of Understanding Deviance, James D. Page, Don Mills, Ontario: Oxford University Press, 1975, 510 pp., \$16.50.

Reviewed by:

Marie-Louise Abrioux
Grant MacEwan Community College
Edmonton, Alberta

Despite its title, *Psychopathology: The Science of Understanding Deviance* is not orientated towards the medical or sickness model. Rather, Page presents "symptoms" as being "extreme variations of normal behaviour". In so doing, he emphasizes a strong overlap between abnormal and normal behaviours, thus demonstrating his very *humane* approach.

Although the reader becomes quickly attuned to the author's bias, Page examines the various approaches to the study of abnormal psychology in a very objective manner. He employs a cross-cultural orientation in an attempt to ascertain a universal definition of abnormal, deviant or pathological behaviours.

Besides presenting the traditional topics of neuroses, psychoses and personality disorders, Page also reviews drug abuse, alcoholism and suicide in a comprehensive fashion. The diversity of his approach is revealed through discussions of topics ranging from Harlow's monkeys to Pavlov's dogs, and from homosexual marriages to Princess Anne's kidnapping.

This second edition of *Psychopathology: The Science of Understanding Deviance* is updated in both clinical and research data and is more attractive than the previous edition. Page has included photographs and art reproductions to give the student of abnormal psychology a better understanding and feeling for the area. Soft coloured illustrations and simple but accurately presented graphs are inset in order to facilitate the student's mastery of the subject.

The utilization of these visual aids as well as the easy readability of *Psychopathology: The Science of Understanding Deviance* suggests that it can be adequately employed as a textbook for students in mental health or abnormal psychology courses.

The Art of Helping III, Robert R. Carkhuff, Richard M. Pierce & John R. Cannon, Amherst, Massachusetts: Human Resource Development Press, 1977, 196 pp.

Reviewed by:

Todd Holder
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Most of us, at some point, encounter people with problems and would like very much to help them solve them. What usually happens is that we don't do anything to help because we don't know how to go about it. As a result, the problem stays with the person and many times gets worse.

How often has it happened that a job did not get finished on time or according to specifications because the people working on it could not communicate effectively with each other?

The Art of Helping III is a "primer," designed to teach the skill of effective communication among people so that problems such as those stated above can result in positive outcomes. As opposed to the typical conceptual approach to this topic, *Helping III* breaks down the fundamental skills underlying effective communication. The purpose of the book is to teach these skills, beginning with simple concrete skills and moving systematically to more complex skills. Included, are the general skill areas of Attending, Responding, Personalizing, and Initiating. Within each skill area are number "mini" skills; these skill areas are supported by hundreds of research studies that document their role in producing helping outcomes.

An important factor for any manuscript is the manner in which the ideas are presented to the reader. One page is devoted to explaining each idea. In addition, examples of the skill being performed are given, along with realistic drawings of people using the skills in various helping settings. In the spirit of the "primer," exercises are spaced throughout to give the reader an opportunity to learn the skills by "doing."

An improvement over the first two editions of the book is found in the "think steps" provided.

These are questions that the helper would ask at different points in the helping process that guide her in making constructive responses. All of these techniques combine to deliver a simple straightforward style for easy reading.

One of the highlights of the interpersonal model originated by Carkhuff is the generic quality of the skills. That is, the same skills can be applied with all people in all interpersonal settings. Applications are artfully made in the book to the young and old, female and male, and all ethnic groups. No longer are the skills of helping reserved solely for the professional helper. Doctors, teachers, parents, and any other social service groups should be able to use *Helping III* as a text for training in interpersonal communication.

In summary *Helping III* deserves scrutiny for anyone interested in improving their communications, because it does what it is designed to do — teach interpersonal skills.

Jackson Vocational Interest Survey (Manual), Douglas N. Jackson, London, Ontario: Research Psychologists Press, 1977, 102 pp.

Reviewed by:

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Edmonton, Alberta

The Jackson Vocational Interest Survey (JVIS) was first published in 1977, the culmination of 10 years of preparatory research and investigation. The survey is both hand and machine scorable

with a computer printout similar to that for the Strong-Campbell Interest Inventory being provided when machine scored.

The JVIS consists of 289 items using a forced choice format to alleviate response bias. The items represent 34 basic interest scales, some of which describe *work roles*, while others describe *work styles*. Jackson differentiates the two by defining *work role* as a preference for a particular type of work (e.g., finance, social service), and *work style* as a preference for a mode of behaviour (e.g., dominant leadership, planfulness) which would transcend the particular job.

The test was normed on large samples of college students from a cross-section of American Universities, and on large samples of high school and college students in the province of Ontario.

Despite the author's arguments to the contrary, the Jackson Vocational Interest Survey does not appear to differ greatly from other well-known vocational interest tests. Jackson describes 10 general occupational themes rather than the 6 described by Holland, and discusses 32 occupational clusters as well as the 34 basic interest scales, but it is questionable whether the examinee is actually provided with any greater insight than with other similar tests.

A brief chapter on research with the JVIS reveals nothing of outstanding importance largely because the test is new and research is meagre.

The JVIS will not likely replace other widely used vocational interest tests, but may be used as an alternative to them.