

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.

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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.