

methodology, but the themes and questions that they raise are provocative and provide a good base for anyone interested in doing further research.

Overall the book will make useful and interesting reading for supervisors, supervisees (particularly at the internship level), trainers in supervision, instructors in various helping professions (e.g., counselling, social work, psychotherapy, child and youth care work, and nursing), and administrators and practicum coordinators in university and college settings. A field supervisor who is interested in improving a specific technique (chapters four, five and six), or honing evaluation skills (chapter seven), or administrative competence (chapter nine), could choose to read the relevant chapters, but reading the whole book is recommended. Bernard and Goodyear have met their goal of a book that could serve as a text or as resource book for a clinical supervisor.

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Farmer, James A. (1989). *Positive Influence A Practical Guide for Dealing with Teenage Aggression*. Springfield, Illinois: Charles E. Thomas.

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*Reviewed by:* William E. Schulz, Ph.D., Professor in Counsellor Education, University of Manitoba.

Although the first chapter of the book, "Taking the Bull by the Horns," does not tell us much about the content, the intent of this chapter is both important and well presented. Farmer's intention is to help parents understand their teen. After outlining classic parent types such as "blamer," "walking wounded," and "junior psychologist," the author gives some valuable tips on parenting. Some of the tips are little more than good common sense (listening, communicating) but for some parents this is uncommon.

In chapter three of this book, Farmer provides the reader with many case situations which show the power plays between parent and teenager, the "in-house stress" produced by modern day environments and the negative memories from parents' own childhoods that subconsciously affect what they do with aggressive teenagers.

One of the most interesting chapters in the book is chapter four which addresses teenage manipulation of parents, where they use temper tantrums or pouting to get their way, or where they use a third-party friend to manipulate a parent. A few recommendations are presented for dealing with the manipulative teenager. Farmer outlines the importance of varying parental approaches and of not embarrassing the teenager. He also comments on the importance of humour, timing, creativity, honesty, consistency, non-blaming and openness.

In chapter seven, the author discusses those times when parents may need to turn to professional helpers or self-help groups. In the typical, practical approach used throughout this book, Farmer discusses the costs of professional help, the questions parents should ask professionals and the kinds of self-help groups that may be available for teenagers.

Some readers may wish to have more of a theoretical basis for all the advice given in this book. For example, Donald Dinkmeyer, in his *Systematic Training for Effective Parenting*, relies heavily on the well-established principles of the Adlerians, while Thomas Gordon, in *Parent Effectiveness Training*, endorses the importance of relationships as researched by Carl Rogers and others in Person-Centred Counselling. Nevertheless, James Farmer brings with him a wealth of experience in working with both troubled youth and parents, including his work as a social worker with aggressive adolescents.

James Farmer has written an extremely readable book. Not only does he use colourful language coupled with humour ("I have three beautiful children and one teenager," "Love and its many splinters," or "This too shall pass"), but he employs many, many very specific examples on how to deal more effectively with teenagers. In this short 80-page book, James Farmer has done what he set out to do; namely, to provide information and advice to help parents to develop more positive relationships with teenagers. I believe that parents who read this book and who adopt the information and ideas can have a *Positive Influence* on their relationships with teenagers.