

example of mothering special needs children. In this example, the author pulls together the various themes and tries to show the interconnections between the issues of technology, new genetic knowledge, and cultural understandings of motherhood.

In *The Political Geographies of Pregnancy*, Woliver moves beyond an analysis of the shifting locations of reproduction (the “geography”) and examines the political dimensions of these changes. The book is a good overview of the variety of ways in which the state and medical professionals exert control over pregnant women. I found the introduction especially useful, but the threads that link the chapters were tenuous and difficult to follow. The conclusion begins with a postmodern view of reproduction, the body, and situated knowledge before returning to the need for society to adopt a feminist ethic of care and justice. As Woliver notes in her conclusion, “the new reproductive arrangements must imagine women’s bodily integrity as essential to an integrated, coherent, individuated whole” (169). She is convincing in her argument that if the “terrain” of pregnancy and reproduction continues to shift towards medical and political control, our society will continue to move away from these goals. Women must regain control of their reproductive power.

## **Growing Up Again: Parenting Ourselves, Parenting Our Children. Second ed.**

Jean Illsley Clarke and Connie Dawson  
Minnesota: Hazeldon, 1998

### **Reviewed by Farah M. Shroff**

This is a how-to book, written primarily for parents who come from “uneven parenting” (the authors prefer this term to “dysfunctional”) backgrounds. Clarke and Dawson define parenting as “the daily demand of knowing what to do, when to do it and how to do it and then doing it” (9). They explain the range of parenting styles as abusive; conditional care; assertive care; supportive care; overindulgent; and neglectful. Many pages are devoted to defining these different parenting styles; assertive and supportive care are considered the ideal types of parenting.

Many examples illustrate the differences between parenting styles, such as the following:

Situation: Teenage son is surrounded by pressure to use alcohol.

The parent:

*Abuse:* Regularly searches teen’s personal belongings, listens in on

phone conversations. Slaps him around after hearing there was beer at a party he attended.

*Conditional Care:* Says, “I love you as long as you don’t drink.” Or, “You’ll be the death of me if you drink.”

*Assertive Care:* Does not offer liquor to teenagers. Offers car when appropriate so teen doesn’t have to ride with peers who are drinking. Affirms love for and importance of the teen on ongoing basis.

*Supportive Care:* Does not drink or uses in moderation, never to intoxication. Acknowledges peer pressure to use. Asks how to be of help. Encourages teen to develop a variety of skills and awareness for coping with pressure. Celebrates successes.

*Overindulgence:* Offers to buy liquor for teen.

*Neglect:* Drinks to excess, is emotionally and/or physically absent, doesn’t notice kid is drunk.

This example, which compresses the complex subject matter of alcohol and teenagers, is illustrative of the book’s approach to the subject of parenting.

Clarke and Dawson warn against the effects of overindulgence, which may include inappropriate decisions; weak skills; difficulty knowing what is enough or normal; difficulty with boundaries; being stuck in double binds; and pain. Three chapters are devoted to the effects of overindulgence and one chapter is devoted to “alternatives to overindulging.” Similarly, there are three chapters on denial and one chapter on problem-solving vis-à-vis denial. The prenatal period is covered in one chapter and another chapter considers developmental stages from birth to death, followed by ways to deliberately grow up again. The last chapter is devoted to the subject of adoption.

The first brief, 12 chapters concern nurture and structure, the heart of Clarke and Dawson’s parenting philosophy. They discuss nurture as unconditional love; thriving and growing; and learning to love oneself and others, to say “I love you; you are lovable” (10). Because unconditional love is not enough, the authors note that limits, skills, and standards—structure—help children learn healthy habits; develop a sense of who they are and who others are; learn values and ethics; and stay safe. “Children need parents to convey the message, “You can do this; I will teach you how; you are capable” (10). Nurture and structure work together like soft tissue/muscle and skin/bones: nurture makes the body move gracefully and structure provides an upright container. Parents learn nurturing and structuring skills from their own parents, from others, and by observing their children.

The authors are hopeful that parents who have learned negative behaviours can become loving parents. This book may help some parents achieve that goal, although the positive sections of the book are too brief. The authors suggest, for example, that it is possible to “redo” particular stages of our lives, to acquire new attitudes about who we are. A concrete illustration of this process of revision appears on page 245:

- Barbara regrets events on her fortieth birthday, so she is going to give herself a fortieth birthday party on an unbirthday date.
- Betty harbors bad feelings about the way she was fired from her job, so her support group is going to role-play a job termination that is respectful. Betty will indicate what she wants to have happen.

The book ought to have included more positive information about parenting. References to parenting styles from diverse regions, ethnocultural groups, and types of families also would have enriched this text. Although limited in scope, this collection may serve the needs of readers who are trying to understand the range of parenting styles that exist.

## **The Therapist's Notebook for Families**

Bob Bertolino and Gary Schultheis  
Binghamton, NY: Haworth Press, 2002

### **Reviewed by Justyna Szachowicz-Sempruch**

In a crystal ball, record your vision of the future and what you have done to solve your problems. Put into a time capsule five ideas that will move you toward the future that you envision.

The “crystal ball” and “time machine” are two of the many exercises available in *The Therapist's Notebook for Families*, a carefully drafted collection of tasks for working with parents, children, and adolescents. In this book, Bob Bertolino and Gary Schultheis offer an interesting insight into family therapy: successful therapy has less to do with technique and more to do with personal factors and relationships between therapists and patients. According to the authors, therapy is meant to promote health and well-being. While reading this book, I thought of the many times I sought to solve problems but was unable to see beyond them. This book is effective in providing different strategies to help clinicians, parents, and children feel acknowledged, validated, and to effect the change they desire.

Raising children and adolescents can cause parents to doubt and blame themselves at times of difficulty. This book suggests that recovering from difficulties is an extremely important relationship skill. What matters is not that parents and children differ in significant ways but how they cope with their differences. The proposed solution-oriented exercises are designed to remind individuals of what they value and what they do well as parents or caregivers. The exercises are organized into sections intended to help family members and therapists in scaling their goals, clarifying preferred outcomes, and identifying best ways to generate solutions, augment change, and establish alliances: “What qualities do you look for in a therapist?”; “Are there other things that you