

The common sense book of baby and child care.

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The Common Sense Book Of Baby And Child Care

Although he would later enter a field as long as possible, in the spring of 1941 Winston Churchill summed up the prospects of successfully defending Hong Kong against a Japanese attack with the words "not the slightest chance." Tony Barber's amazingly well-researched book adapts this phrase of gloomy foreboding as its title, and in methodical detail relates what happened when, in the last month of 1941, the Japanese began their assault on the British island. In addition to being in complete control of the air and sea, the already-motivated Japanese had numerical superiority in men and weapons, and Hong Kong fell to them in just eighteen days.

Not the Slightest Chance begins with a short history of Hong Kong in the hundred years prior to the event and with an exploration of the causes leading to the inevitable war with Japan. Barber explains that the strategic goals of the Japanese from the turn of the century centered on gaining imperial power over much of Asia, and to do so they had to exert control over the sea lanes from which Indonesia, in 1941 and early 1942, the Japanese conducted near simultaneous attacks on "the Anglo-American naval bases" at Pearl Harbor, Manila, Singapore, Wake and Hong Kong. Barber correctly points out that no increased number of British military personnel in Hong Kong would have deterred the Japanese from achieving their strategic goal in the area, Hong Kong, because it was a key harbour, was essential to the Japanese strategy, and strengthening the garrison further would only have forced the Japanese to shift into a larger force to capture it. The author then looks briefly at the week preceding the battle, and the defensive measures that were in place from the outset. The main portion of the book focuses on the campaign's six phases: the loss of the New Territories on the mainland (18-19 December), the seizure of the island (19 December), the landing of the Hong Kong Garrison (20 December), the landing of the Hong Kong Garrison (20 December), pushing the line west (21-22 December) and evacuating Stanley (24-25 December). Each day within these phases is broken down into an hour-by-hour summary of the action, casualties, military movements, and internal and external communications, all from the 14,000+ leaders' points of view. Each daily recounting ends with the ever-recurring facts of honor that include information on the cause of death, affliction and burial place for members of the British, Indian and Canadian regiments, the Hong Kong Volunteers, the Hong Kong Police and most other civilians.

The book progresses to examine the last week of December 1941. Finally, Barber includes several analytical appendices that take a closer look at, among other things, the additional casualties and non-combat victims and the overall losses of the British military, the civilian population, the hospitals and the Japanese.

Most of great help to those doing research on this topic is a very thorough annotated bibliography that lists available films, archival documents, secondary sources and radio/television. Although the book is meticulous in relating the details of the battle, the amount of detail makes it far too easy for the reader to get bogged down at the micro level and forget the bigger picture.

This is especially true in the period after the Japanese invade the island and the situation becomes more and more chaotic. While this level of detail is not otherwise available either in biographies or in general histories of the war, some effort to incorporate a more broadly focused main battle narrative would have been useful.

The text itself is descriptive, with very little analysis. The book reads like a difficult-to-read-in-many-places because of typographical and punctuation errors, a style of citation that incorporates both endnotes and parenthetical references, the fact that the present tense is used throughout, and that Barber has an awkward manner of introducing lengthy quotes. In addition, while the book is obviously written from the perspective of the island's defenders and makes no pretense about doing more than that, further information about Japanese tactics and battle style would have gone some distance toward explaining their inability and why the island fell by Boxing Day with fully ten percent of the defending forces being killed in action.

Not after year, steady increase. We glide from one year to another insensibly, and take up on the New Year's Day the same work we dropped when the signal came that the working hours of the old year were ended. (We seem very much like the ether, and yet, as we look back, we find that each year has, to some extent, a character and a work of its own. Changes come unbidden, proportions vary, each phase is now conspicuous and now in almost eclipse, while the whole work goes on.)

A few years ago it was the large number of our common school teachers sent from the North to the just opened Southern field that called the eye of Normal instruction, as the State opened schools for the ill-served Southern, but could not furnish schoolmasters to teach them. The facilities for higher education, and, especially, for training for the ministry, came in then for our case. (We see what seemed to be the beginning of the end in this direction, in the landing of three new, trained—our schools, for missionary work to Africa. What shall be the peculiar work of 1871? There is no portion of the whole which those who work through us are willing to have dropped. Among the Indians, what little we have done we must continue to do, until some Providence is plain as that which gave it to our hands shall discharge us from the duty. We cannot withdraw our help from the churches on the Pacific Coast, in their eagerness to feel the Christian through the knowledge of the English language to the God of the English-speaking people. We cannot close the Normal school, for the intelligent Christian teacher is yet the greatest want of the Southern field. For the young men who desire to preach Christ Jesus and live sanctified to their own people, we cannot deny the instruction in the word of God and in the truths of religion which they ask of us. All these, which are distinctively departments of Christian effort, must be kept up, and, especially, the work among the negro youth of the great South. What we should be glad to make the great and characteristic work of the new year, is the Southern church work. We have now more students in our three theological schools than we have churches in the entire South. Of course, this does not limit the opportunity of these young men.)

THE JUBILEE SINGERS AT THE IMPERIAL COURT OF GERMANY

The Jubilee Singers have recently gone to Germany to continue the work they have for the last six years been so successfully doing in the United States, Great Britain and Holland, in the interests of the education of their race at this University, Nashville, Tenn.

Within a few days of their arrival in Berlin, they had the honor of appearing before the imperial family of Germany under circumstances of peculiar interest. They were invited by their imperial highnesses, the Crown Prince and Crown Princess, to sing some of their star songs at the New Palace, Potsdam, on Sunday afternoon, May 4, and on presenting themselves at the appointed hour they found to their joy that they stood in the presence of His Imperial Majesty, the Emperor of Germany, as well as in the presence of the Crown Prince and Princess, with their children gathered around them.

Four generations stood together in the same circle, listening to this little company of unaccompanied slaves from the United States, as they sang the songs of the days of their bondage.

And never did their strange, touching songs produce a deeper impression, or call forth heartier expressions of sympathy for, and interest in, the work they are laboring to do for their race in America and in Africa His Majesty the Emperor made many inquiries of the President of the University respecting the Singers, and their personal history, and the work they had accomplished, while the Crown Prince and the Crown Princess conversed freely with the Singers, making inquiries, and expressing great delight in the singing.

It was especially gratifying to learn from the Crown Princess that four years ago, when the Jubilee Singers had the honor of singing before her Royal Mother, the Queen of England, she had received a long letter speaking of the Singers and their mission. "The Crown Prince said, 'These songs, as you sing them, go to the heart they go through and through one.' The first public concert was given in Berlin, at the King's Academy on the 17th of November, and was greeted with such hearty demonstrations of approval, that success in Germany seems quite well assured."

Good Use of Negro Ballads

The Advance mentions the Church-teaching Circle as the medium, and the spring as the most convenient time, for carrying out the following suggestion. In this way, it says, there need be no friction between what is done for the A. B. C. and other missionary work. "There was a time, directly following the war, when the American Missionary Association was wonderfully aided in its work by the special efforts of the piano-tuning women. There has to us nothing finer done in the way of immediately urgent but far-reaching influence, by the Christian women of America, either before or since. Every one rejoices in the helpfulness of the Woman's Boards, creating and sustaining as they do a mighty interest on behalf of their benighted sisters in heathen lands, and we will not believe the Christian women in our American churches incapable of again inaugurating some similar work, equally worthy of their, toward meeting the now directly urgent moral necessities of their sadly darkened and depressed sister negro homes."

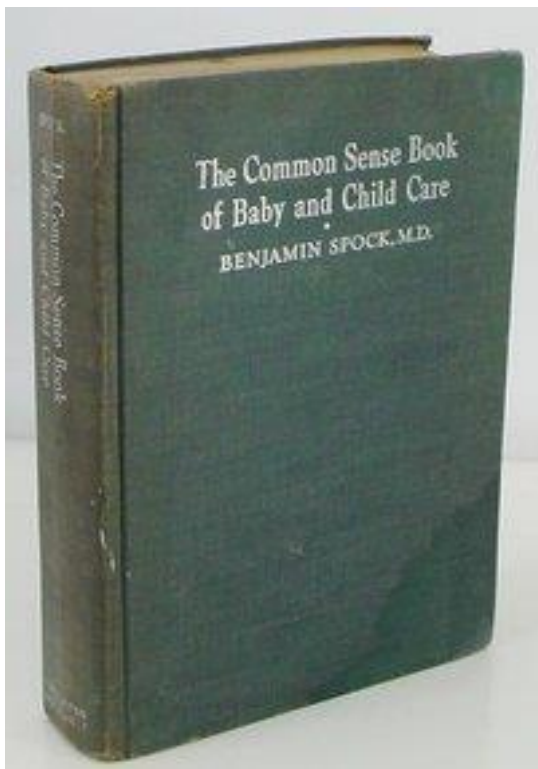
Not after year, steady increase. We glide from one year to another insensibly, and take up on the New Year's Day the same work we dropped when the signal came that the working hours of the old year were ended. (We seem very much like the ether, and yet, as we look back, we find that each year has, to some extent, a character and a work of its own. Changes come unbidden, proportions vary, each phase is now conspicuous and now in almost eclipse, while the whole work goes on.)

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THE COMMON SENSE BOOK OF BABY AND CHILD CARE

The Common Sense Book of Baby and Child Care



The Common Sense Book of Baby and Child Care v almost instantly, selling 500,000 copies in its twentieth century in America, aside from the

Spock and his manual helped revolutionize c reassuring tone.^[3] Spock emphasizes in his l “Trust yourself. You know more than you thi

HISTORY

Author	Benjamin Spock
Country	USA
Language	English
Subject	Child care
Publisher	Duell, Sloan and Pearce (New York City)
Publication date	July 14, 1946
Pages	527 (1st edition)
OCLC	654127882

CHILD CARE BEFORE SPOCK

Spock's book helped revolutionize child care in the 1940s and 1950s. Prior to this, r
Infant and Child in 1928, and pediatrician Luther Emmett Holt, who wrote *The Care and*
training at an early, specific age.^{[5][6]} Watson, Holt, and other child care experts ok
diseases seen among babies in the late nineteenth and early twentieth centuries.

Furthermore, these experts, whose ideas were embodied in *Infant Care* pamphlets
prevent children from becoming spoiled or fussy, these experts recommended ki

INTENT

As a practicing pediatrician in the 1930s, Spock noticed that prevailing methods in
common problems seen during practices like breastfeeding and toilet training, in
pediatrician with a psychoanalytic background. Seeking useful ways to implement
response.^[11] He contradicted contemporary norms in child care by supporting flex

Although Spock was approached to write a child-care manual in 1938 by Doubleda
advice to mothers, Spock felt more convinced of his advice and published a paper
comprehensive information to all mothers, giving advice that combined the physic

SYNOPSIS

The Common Sense Book of Baby and Child Care is arranged by topics corresponding to t
with topics such as preparing for the baby, toilet training, school, illnesses, and "s

Unlike leading child care experts prior to the 1940s, Spock supports flexibility in ch
motivations of children at each stage of growth, allowing parents to make their ov
explains that babies at this age like to explore the world around them. He then sug

Spock emphasizes that ultimately, the parents' "natural loving care" for their child
pediatrician had proven to him that parents' instincts were usually best.^[18]

REVISED EDITIONS

During Spock's lifetime, seven editions of his book were published. Several co-aut

Spock, Benjamin (1957). *Baby and Child Care* (2nd ed.). New York: Pocket Books.

Spock, Benjamin (1976). *Baby and Child Care* (4th ed.). New York City: Pocket Books.

Spock, Benjamin; Rothenberg, Michael B. (1985). *Dr. Spock's Baby and Child Care for the Nineties* (5th ed.)

Spock, Benjamin; Rothenberg, Michael B. (1992). *Dr. Spock's Baby and Child Care* (6th ed.). New York Ci

Spock, Benjamin; Parker, Steven (1998). *Dr. Spock's Baby and Child Care* (7th ed.). New York City: Pocke

Spock, Benjamin; Robert Needlman (2004). *Dr. Spock's Baby and Child Care* (8th ed.). New York: Pocke

Spock, Benjamin; Robert Needlman (2012). *Dr. Spock's Baby and Child Care* (9th ed.). New York: Gallery

Each subsequent edition of the book brings medical information up-to-date. Other

In the second edition, Spock emphasizes in several new chapters the importance of the 1940s. Because parents were letting their baby dictate when he or she should be fed by the parents. Spock clarifies in his manual that while parents should respect their child's

By the fourth edition, Spock adapts to society's shifting ideas of gender equality, especially in the 1950s where girls learn to do housework while boys play outside. Spock also continues to support both having the right to work.^[23]

In the seventh edition, Spock endorses a low-fat, plant-based diet for children during

REACTION

Within a year of being published, *The Common Sense Book of Baby and Child Care* had already become a best-seller and instead very empathetic towards mothers, acknowledging how tiresome child care is for parents with this large responsibility of raising a "good" child, like earlier child care books.

Spock was popularized by mentions in household magazines and famous television shows during the war period. Mothers heavily relied on his advice; by 1956, *The Common Sense Book of Baby and Child Care* was the most popular parenting book.

By the mid-1960s, however, book sales quickly slowed due to Spock's tarnished reputation after his criticism of academic research and relying too heavily on anecdotal evidence in his book.^[29]

By the late 1960s, Spock faced widespread criticism for condoning an overly permissive parenting style because they had been brought up by *Baby and Child Care*. Spock, however, continued to defend his approach.

In the 1970s, with the rise of the women's liberation movement, feminists began to publicly criticize his views.

Near the end of his life, Spock's changing ideas on nutrition were reflected in the seventh edition of his book, which stated that "poor nutrition is likely result in nutritional deficiencies for children unless carefully planned."^[31]

LEGACY

Baby and Child Care popularized new ideas about child care in the years following World War II, especially regarding child care and children.^[32] Spock also masked Freudian explanations of children's behavior in plainspoken language that has so influenced an entire nation's ideas about babies... His views have brought naturalness, common sense, and optimism to child care.

Spock's optimistic book reflects the hopefulness of the post-war period and society's focus on children. At the same time, the widespread move to the suburbs broke up families, increasing parents' reliance on experts' advice.

Although Spock's reputation has changed over time, Spock continued to be a leading authority on child care. *The New York Times* noted that "babies do not arrive with owner's manuals.... But for three generations, millions of parents have turned to Dr. Spock for advice."

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Types

Adoptive |

Alloparenting |

Complex family |

Coparenting |

Foster care |

Kommune 1 |

LGBT |

Matrifocal family |

Noncustodial |

Nuclear family |

Orphaned |

Shared |

Single parent |

Blended family |

Surrogacy |

In loco parentis |

Attachment the

Applied behavi

Behaviorism |

Child developm

Cognitive devel

Developmental

Human develop

Love |

Maternal bond

Nature versus n

Parental invest

Paternal bond

Pediatrics |

Social psycholo

Attachment pai

Concerted culti

Gatekeeper par

Helicopter pare

Nurturant pare

Slow parenting

Soccer mom |

Strict father mo

Taking Childre

Work at home p

After-school ac

Allowance |

Bedtime |

Child care |

Theories • Areas

Styles

Techniques

Co-sleeping |
Homeschooling
Latchkey kid |
Parent Management
Play (date) |
Role model |
Spoiled child |
Television |
Toy (educational)

Discipline

Blanket training
Corporal punishment
Curfew |
Grounding |
Tactical ignoring
Time-out

Abuse

Child abandonment
Child abuse |
Child labour |
Child neglect |
Cinderella effect
Incest |
Narcissistic parenting
Parental abuse
Parental alienation

Legal and social aspects

Child support |
Cost of raising
Marriage |
Parental responsibility

Deadbeat parents

Paternity |

Disownment

Tanya Byron |

Rudolf Dreikurs

David Elkind |

Jo Frost |

Haim Ginott |

Thomas Gordon

Alan E. Kazdin

Truby King |

Annette Lareau

Penelope Leach

Madeline Levine

William Sears

B. F. Skinner |

Benjamin Spock

Experts

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