Children Need Toys...

Gladys M. Johnson

Iowa State College

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Children Need Toys . . .

By Gladys M. Johnson

What shall I give tiny John who is three, and June, who is seven?

Now that Christmas is fast approaching and our minds are filled with "what shall I give," a toy naturally suggests itself as the most welcome for children. Up to the age of 10 children are more interested in playing than in anything else.

The average person thinks of a toy as something which gives pleasure only, a mere pastime. But beyond the price he wishes to pay and the impression his gift will produce, the benevolent adult usually sees little to be considered in making his purchase.

Thoughtless selection in the days of few and simple toys may have done little harm; but today when the market is flooded with toys of every kind, when the 10-cent store, department store and confectioner offer an ever new variety of cheap novelties and toys, we are likely to do more harm than good if we buy things without consideration.

Toys and play materials are a necessary part of a child's environment. Good toys are those which help a child succeed in the undertakings of his play life. Toys need not be expensive. They may be very crude and simple. If they are wisely chosen, they will meet the needs of his growing body and challenge his growing intelligence.

Here are some standards which may help to guide you in the selection of Christmas toys:

1. Toys and play equipment should be durable, of the type that will stand hard wear. This includes possibilities for repairing and repainting. When a child outgrows such equipment, it can be passed on to others.

2. Washable toys and equipment are preferable.

3. The simple or crude material often offers the child more opportunity for creative effort than the elaborate, more complex or expensive toys.

4. Safety is another factor to be considered. Poor paint, sharp edges and sharp corners should be avoided.

5. Materials should have a "do with" quality. Many toys that appeal to grown-ups are not challenging to children. Material should not be limited to one use. It should hold its appeal for a long time and lend itself to progressive and independent use. For example, a truck or wagon first interests a child of this age as something to pull and handle. He learns to manipulate it with real success. He adds a block to the truck and

he becomes an ice man delivering ice at your door with all the initiative and dramatic activity of a real situation.

6. Choose toys providing different types of activity. A child needs some toys to promote vigorous, physical activity; others are for sheer manipulation and experimentation as well as for constructive and dramatic activities. Give your child a well-rounded choice of toys to provide a well-rounded development.

In making a toy shopping list, wise parents should have in mind well-rounded play for their children. Toys are needed which will keep children happy and active out-of-doors. These are required for the child's proper physical development, and it is an interesting problem to select those which will supply various kinds of needed activity.

For the inevitable rainy day or prolonged indoor play the child needs equipment which allows release of physical energy. Building blocks are the most generally adaptable of such toys. Tools of various kinds which might be listed under creative material are fine for active indoor toys.

Housekeeping toys which give opportunity to dramatize and those creative materials such as clay, paint and wood, provide for quieter, concentrated play either indoors or out and are available in great variety.

Every child should have opportunity to experiment with materials of many kinds, but if a child has shown a special interest, he should be given from time to time a supply of stimulating material to carry him further into this interest, which will often develop into a hobby.

A balanced ration of playthings will include outdoor toys; toys that provide for special activity which can be carried on in a limited space; and dramatic toys with which they can imitate grown-ups, such as sets of dishes and small kitchen utensils. And we should not forget creative materials, like crayons, clay, sew-

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Children Need Toys
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active equipment for children of all ages. No play room is complete without blocks and a convenient place to store them. This year one can buy unusual blocks, made with rounded edges and no sharp corners, and a low, strongly-made wagon in which to store them. Blocks that lock together are especially fascinating to the three- and four-year-old.

Strictly dramatic toys, or toys which help the child to dramatize life about him, such as individual puppet theaters, costumes and toys for housekeeping, gardening and traveling, will afford delightful blocks and a convenient place such as individual puppet theaters, that lock together are especially blocks, made with rounded edges and no opportunities which parents often neglect.

Pets are ideal, if there is an adult who can and is willing to share part of the responsibility for their care.

There are some really new and unusual toys on the market—and some very attractive old ones. A sandbox built like a boat with sails is most exciting. A baby's treasure box is a most fascinating toy for children of 18 months to 2 years. It is a box with holes of different shapes to drop things through and a lid to take off so that children can get out the toys and put them back again. The toys can be dropped in again and again.

Bingo, the pounding board, is something new for a dollar. Pegs of different sizes are to be pounded with a mallet through holes of corresponding sizes, and then pounded back again.

Transportation toys stimulate and develop imagination. Around trains and ships so many adventures are built! The floor is the ocean, the footstools are islands between which sea crafts ply their own way after hour. What could better satisfy your child than a set of boats with a light house and a bell buoy to give the last happy touch to a perfect gift?

GIFTS for baby who is old enough to sit up should be "holdable," "dropable," "biteable" and easily washable playthings. A rattle shaped like a ring is easily grasped. A hard rubber doll which may be boiled—bells on a webbing to make a sweet, merry noise—gay-colored rings—a soft doll of washable powder-puff material—all of these are just right.

The toddler period is one of rapid learning. The baby has set out to learn his small world. He begins to discover shape, size, sound and color likeness and difference.

The baby peg box gives an opportunity for him to learn that a square peg will not fit into a round hole.

Color Mountain is a nest of small, gay boxes that fit together or may be turned over to make a tower.

A sturdy pull-toy like a walking dog or a little wagon with a strong pull-cord is what the toddler needs to help him turn his wobbly step into one which is firm.

Books with large, clear animal pictures should have stiff cloth covers.

Other good toys are wheelbarrow, sandbox, pail and shovel, doll carriage, toy broom, unbreakable doll, telephone and bells on a leather strap.

The children of ages 1½ to 4 would soon busy themselves with any of these—large crayons in primary colors; blocks of unit sizes and good construction; musical instruments; beads, large and wooden of bright colors; dolls, both cuddly and the bending or stand-up kind; simple doll clothes and blankets.

From 4 to 6 the tendency of the child is to react to what he sees, and to construct a world of his own. The following are desirable for a child of this age—skateboards, fire engines, large balls, wooden trains, dump carts, clothes wash set, doll with clothes, toy stove, cowboy suit, steam shovel, boats, printing sets, clay for modeling, cash register and play money, art case and baseball set.

From 6 to 10 years the child's toy interests change. Supply him with some of these—a desk, water colors, puzzle map, globe, weaving loom, paper dolls, bicycle, sled, jump rope, marbles, roller skates, books, table games, Boy Scout supplies and tools for woodwork.

Be Healthy
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not only looks bad—it is bad! It is an easy path to travel to poor health. Good posture gives one the sense of well-being.

Dr. Kalar praises the new girls by stating, "The girls this year are very sensible. I have never seen girls more anxious to get a complete physical examination. They are concerned about their health and are desirous of correcting any defects they may have. They are up on their toes!"

FOR the first time in the history of physical examinations at Iowa State College, not one girl has missed her appointment for her physical examination or conference.

Dr. Kalar gives the following hints on how to keep healthy:
1. Get at least 8 hours sleep every night.
2. Eat good, nourishing foods through the aid of a well rounded diet.
3. Do not "piece" between meals.
4. Practice hygiene living, with temperance in all things.
5. Set apart some part of the day for play and relaxation.
6. Select some outside activity in which to center your interests.
7. Do a normal amount of work according to your own capacity.
8. Be happy.