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A List of Toys Suggested by the Mothers in the Second and Third Year's Course of Study

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Sample.

A List of Toys

SUGGESTED BY

The Mothers in the Second and
Third Year's Course of Study

--- BY ---

Elizabeth Harrison

A LIST OF TOYS

SUGGESTED BY

THE MOTHERS IN THE SECOND AND
THIRD YEAR'S COURSE
OF STUDY

*Of the Mothers' Department of the Chicago Kindergarten
College, together with Notes on
Kindergarten Materials.*

BY

ELIZABETH HARRISON.

PUBLISHED BY

CHICAGO KINDERGARTEN COLLEGE.

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TOYS FOR CHILDREN FROM ONE TO TWO YEARS OF AGE.

Linen picture books, rubber animals, cotton flannel animals, rubber rings, worsted balls, string of spools, knit dolls, rag dolls, rubber dolls, wooden animals (unpainted), new silver dollar.

The kindergarten materials helpful at this period of the child's development are the soft worsted balls of the first Gift. When the child begins to listen to sounds and to attempt to articulate, the sphere, cube and cylinder of the second Gift may be given him. These two Gifts when rightly used assist the clear, distinct, and normal growth of the powers of observation and aid the little one to express himself, even before he has language at his command. Songs and games illustrative of the various ways in which these gifts can be used with a young child are to be found in the Kindergarten Guides now published. Some very good ones are included in the first year's course of study of the Kindergarten College. However, almost any mother can invent plays with them for her child.

TOYS FOR CHILDREN FROM TWO TO FOUR YEARS OF AGE.

Blocks, dolls, balls (uncolored, also six of red, yellow, blue, green, orange, purple), woolly lamb, cradle, chair, picture book of families of birds, cats, dogs, cows, etc., anchor stone, blocks, furniture for dolls' houses, express cart (iron or steel), spade, rake, or hoe, biscuit board and rolling pin, a churn, a wooden case with a six inch rule and pencil in it, a box of non-poisonous paints—water color—pair of blunt scissors, paper windmill.

The kindergarten materials found most helpful for this period of the average child's growth are the second Gift and the divided cubes of the third Gift. With the latter the child can early be trained into habits of *constructive* play, rather than *destructive* play. As all children like to transform and rearrange their toys, this gift is particularly adapted to that purpose. Let it be simple and easy to handle. Much logical training can be given the child by teaching him to change one form made with his blocks into another, without scattering, or entirely destroying the first form. Many suggestive forms may be found in the various Kindergarten Guides already published. A series of these are now being prepared by the college for general sale. However, the child himself will oftentimes name the forms made by some

name of his own, which should be accepted by the mother. The wooden tablets, sticks, rings and points of the Kindergarten can also be used with a child from three to four years of age; though they are as a rule less satisfactory than the blocks. The second Gift beads, furnish an almost exhaustless amusement for some children at this stage of their growth. A long linen shoe string with a firm knot tied at one end has been found to be the most serviceable kind of a string on which to string the beads. Knowledge of color, form, and number are also incidentally taught the child by these beads.

Low sand tables are an almost endless pleasure to small children, as the sand is one of the most easily mastered of the materials of nature, and can serve as surface for the first efforts at drawing or be the beginning of the childish attempts to mould the solid forms about him. When slightly dampened it serves as an excellent substance on which to leave the impress of various objects of interest. In fact there is scarcely any play in which the sand may not take part. The child should be taught from the very beginning that he must not spill the sand upon the floor nor throw it at any

one. In case he violates these laws of neatness and safety, the sand table can be removed for a time.

A blackboard and chalk are usually a source of much keen and innocent enjoyment to three and four-year-old children, especially if the mother sometimes enters into the making of pictures or story-telling by means of pictures, no matter how crudely drawn. Various other kindergarten "occupations" may be used by the trained mother—but the untrained mother often finds them confusing and of little use.

Whenever it is possible the back yard should have a sand pile, a load of kindling, and a swing in it; that the child in his instructive desire to master material, to construct, and to be free may find these convenient friends to help him in his laudable aspirations. The street has less temptations for children thus provided for.

TOYS FOR CHILDREN FROM THREE TO FIVE YEARS OF AGE.

Blackboard and crayon, building blocks, balls, train of cars, doll and cradle, wooden beads to string, small glass beads to string, rocking chair, dolls' carriage, books with pictures of trade life, flowers, vegetables, etc., tracing cards and paper dolls, toy poultry yard with fences, trees, a woman, and a dozen ducks and chickens.

The more advanced Gifts of the kindergarten now interest the child. Clay modelling and paper folding can easily be taught him, and many of the simpler formulas for the mat-weaving, also some of the sewing. A good kindergarten is the best play ground for a child at this stage of his development, as he *needs* comrades of his own age and ability. If a kindergarten can not be had the mother must be as nearly a child herself as she knows how to be. Good, simple, wholesome stories now become a part of the child's life. They form the door by which he is later to be led into the great world of literature. Therefore, story books may be numbered among the suitable toys for four and five-year-old children, though stories *told* to the child are better. Almost any mother who has her child's best interests at heart can simplify the old Greek myths as retold by

Hawthorne in his "Wonder Book," or the Norse legends as given us by Hamilton Mabie in "Norse Stories," or the rich pithy experience of the Teutonic peoples as collected in Grimm's "Fairy Tales." All of these contain the seeds of wisdom, which the early child races stored away in childish forms, and, therefore, delight the heart of the child of to-day and aid materially in cultivating his imagination in the right way.

TOYS FOR CHILDREN FROM FIVE TO SIX YEARS OF AGE.

Kitchen, laundry and baking sets, balls, building blocks, picture puzzles, dissecting maps, historical story books, outline picture books to color with paint or crayon, trumpet, music box, desk, blackboard, wagon, whip, sled, kite, pipe for soap bubbles, train of cars, carpenter tools, jackstraws, hobby-horses, substantial cook-stove, sand table, skates, rubber boots, broom, Richter's stone blocks, shovel, spade, rake and hoe, marbles, tops, swing and see-saw, strong milk wagon equipped with cylinder cans, substantial churn, a few bottles filled with water, spices, coffee, sugar, etc., for a drug store.

Ordinarily children of this age still love their kindergarten tools, and can be led to do really pretty work with their mats, folding, pasting, etc. The fifth and sixth Gifts now come into use and aid the child in more definite expression of his ideas. More stories should be told, and the begin-

ning made of collections of pictures for scrap books, also collections of stones, leaves, curios for his own little cabinet. Many references may from time to time be made to the books to be read by and by, which will tell him wonderful things about these treasures. In this way a desire to learn to read is awakened, and soon the world of nature and of books take the place of toys, except, of course, those by means of which bodily skill is gained and tested. These latter belong in general to the period of boyhood and girlhood.

