A SURVEY OF THE NEEDS FOR AND THE PROCEDURES
EMPLOYED IN THE OPERATION OF A
TOY LOAN CENTER

APPROVED:

[Signatures]

[Names: Bulah A. Harriss, Major Professor; E. E. Odame, Minor Professor; Director of the Department of Physical Education; L. A. Shaff, Chairman of the Graduate Council]
A SURVEY OF THE NEEDS FOR AND THE PROCEDURES EMPLOYED IN THE OPERATION OF A TOY LOAN CENTER

THESIS

Presented to the Graduate Council of the North Texas State Teachers College in Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Frances Audra Hardisty, B. S.

Fort Worth, Texas

August, 1940

8830v
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CHAPTER I

INTRODUCTION

Statement of the problem.—The purpose of this thesis was to make a survey of the needs and the benefits of Toy Loan Centers, in order to determine a workable procedure for operating such centers.

Source of data.—The survey and the bibliographical methods were used to secure data for this study. Because Toy Loan Centers are a relatively new idea, only a limited amount of printed material was found on the subject.

Method of procedure.—A survey was made to obtain information pertaining to needs which existed in families and as to their ability to provide toys for their children. A bibliographical study was made to establish a basis for and an authority on the importance and the needs for Toy Loan Centers.

Treatment of data.—The data obtained for this study were assembled and classified in order to determine what had been done in the establishment and the operation of Toy Loan Centers.

Needs for Toy Loan Centers.—The privilege the writer enjoyed in working in the field of recreation, as well as the following quotation, aroused a keen interest in the real value and need for toys.
Thoughtful parents, psychologists, and educators are urging that children's play be carefully planned and organized all the year round. They tell us that the things to play with should be such that they will bring to the child not just temporary gladness, but will effect a regular influence on his life so that he will be constantly happy, in so far as that is possible.

Psychologists are urging parents to choose from the amazing variety of toys those playthings which will give the child more than joy, that will give him self-development, and plant the seeds of right living and high character with toys.

Toys make children happy. To be happy means to be adjusted to life, to be able to take life in strides, to be emotionally stable, to bear up under disappointment; to be a good sport, to be in safer mental equilibrium with life. In this sense, happiness is a positive, dynamic factor in child development.1

Practically every community referred to as a town or city has a residential area known as "across the tracks," or "peanut flat" where the houses are made from tin cans or apple boxes. Such residential sections are too often the victims of innumerable "Lady Bountifuls," who have, with their Christmas and Thanksgiving baskets contributed greatly to the indigestion of the residents, but little to their personal or social welfare. It was not intended that the toy lending idea would rectify all the ills in such areas, but it has been pointed out that a center established for the purpose of lending toys may at least scratch the surface so far as the younger children are concerned.

It was not intended to intimate here that the Toy Loan Centers were established to serve solely the lesser privileged

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children; they showed the lack of development which is acquired through the use of toys.

There are some definite purposes of the Toy Loan Centers. They pointed out clearly that the borrowing of toys played just as important a role in the lives of the more fortunate children as they did in the lives of the less privileged ones. These purposes have been stated as follows:

1. To provide toys from a lending branch similar to book lending.

2. To provide toys for any child under sixteen years of age, who wishes to borrow a toy, regardless of race, creed, or economic status.

3. To attempt to foster character building by encouraging the proper care of toys.

4. To attempt to develop respect and a sense of responsibility for public property.
CHAPTER II

HISTORY OF TOYS AND TOY LOANS

History of Toys

The information that has come down to us on the play-things of the people of antiquity is very meager, but what knowledge has been handed down to us is sufficient to show clearly and strikingly that the primitive toys of all lands and periods have been the same. They have been based on the same models, which in the case of antiquity, included figures of animals found in tropical lands.

Almost all of the toys at all times have been made of wood, which is easy to work with. Since wood is perishable and decays quickly, nearly every toy that has survived from ancient times has been made of clay; in exceptional cases, a few have been made of lead and bronze.

From the research it was revealed that no dolls were in the graves of the prehistoric children, but it is supposed that some were there, because obviously dolls must have been the very first class of toys. There were play-things which the child fashioned for himself, such as cows and other beasts. He made these out of wood, and he used twigs to represent limbs.

In the year 1100 B.C., there was laid in Susa, Persia, the foundation stone for a temple. The onlookers threw into
the excavation small objects made of old material, among which were two small animals, a pig and a lion. All of these were made of limestone and stood on stands with wheels.

One of the peculiar Egyptian dolls was a thin board cut into the rough shape of a human figure. The face was conventionally painted, and the rest of the figure was marked with a geometrical pattern to represent clothing. On the head were stuck strings of wooden beads to represent hair.

The most remarkable toy found in the Leyden Museum was a crude doll which kneaded dough on a sloping board when a string was pulled. This is the oldest known example of a form of toy.

Graves dating back to the sixth and seventh centuries when opened displayed a treasure of toys. Of these toys stuffed dolls of the earliest example were found. Some were crocheted from wool; in others, the head was cut out of wood, painted, and the body clothed of wool.

In ancient Greece and Rome, the dolls were made of clay and the arms and legs were attached in movable fashion by strings. No doll houses were found, but it is believed that they must have existed, due to the fact that little pieces of bronze furniture have survived.

We know even less about toys in the middle ages than we do of those of antiquity. Remains of clay dolls were found in many graves in old German and French towns. There were
also clay knights, horses, and several toy domestic utensils which date back to between 1200 and 1270.  

There was hardly a reference made to dolls in the writings of the middle ages, but we know that in the fifteenth century there were hand-workers who were in the doll production business.  

The records of the middle ages have given us no information on the method of making toys. In the sixteenth century, there was a beginning of a glimpse of how the trade was organized. South German towns were renowned for their wonderful doll houses and furniture, but Nuremberg, Germany, became the centre of the world for toy trade.  

Pulp dolls were mentioned in the seventeenth and eighteenth centuries. In 1698, some dolls were made of silver and ore fashioned by goldsmiths and silversmiths; some were carved of wood by the image makers; and others were moulded from wax. The number of metal toys at that time was negligible.  

After the sixteenth century, doll houses were the common property of all European countries reckoned as civilized. The oldest doll house was made for the Duke of Abbrevich Bavaria in 1558, but it did not survive.  

Baby dolls such as we have today were never found in earlier times. The doll of the sixteenth century and until well into the nineteenth century was always a lady dressed in the very latest fashion. For fine dolls, Paris was ever the chief centre.  

The tin soldier was brought in by the eighteenth century.
The little tin animals, especially little oxen in 1578, may be reckoned as the earliest certain examples made in that metal. In connection with tin soldiers may be mentioned another popular toy of the first half of the nineteenth century. This toy was a doll formed of material that was intended to be perishable, and was made in the same fashion of sugar, meal, and gum. The gum was tragacanth, an aromatic gum. From this a substance was produced which could be molded into the most delicate shapes and painted after hardening.

In the line of mechanical toys, artificial birds which sang and flapped their wings were most popular and were often mentioned before the year 1000 A.D. by the Arabs and by Zantines. In the Middle Ages, these toys became more and more popular; their popularity was greatest in the eighteenth century.

At the end of the eighteenth century a new period began. With the advance of knowledge, the technical and natural sciences came within the focus of public interest, and the interests of parents in such matters soon found and answer in the children. The educational toy came into fashion during this period. All manner of optical apparatus appeared and was copied in the toy world. The magic lantern for nearly one hundred years was the favorite toy the world over. The new experience of the power of
stein soon found an echo in toys. In short, toys became, and still are, an excellent means of education.

Origin of Toy Loan Centers

In present days as well as in all ages, most parents seem to be mindful of the importance of toys for child development, but they are not all able to provide adequate playthings for their children. It was for the unfortunate children of these parents, as well as for other children, that the present day toy-lending idea was originated. It is not definitely known who first had the idea of establishing a place where children could borrow toys, but it is believed that the credit goes to a community-center worker of Los Angeles, California, as cited in the following story, told by Laxine Davis:

One day a small boy came excitedly into a Community Center and told the director that for the first time in his life he was going to the beach—Please, could he borrow a beach ball? The director was sincerely sorry, but playground equipment was not allowed off the premises, against the rules. The next day, the lad came in with his father, who promised to be responsible for the ball. The director explained again and the child departed in tears.

That director's heart was no harder than eiderdown; he was almost in tears too. But his head wasn't fuzzy. He began to think. There must be thousands of discarded beach balls and other

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1Karl Brober, Children's Toys of Bygone Days, p. 17.
toys lying around in a rich city like Los Angeles. Why not get hold of them, put them into shape, and lend them to children who had none? He went with the idea to the Co-ordinating Councils, a system of neighborhood organizations for the prevention of delinquency, sponsored by the county probation department.

That was in 1934. People have almost forgotten the first response. A popular local radio commentator asked for toys. School children helped collect other toys. The theaters held toy loan matinees to which the price of admission was any broken toy, and skates, marbles, doll buggies, balls, and teddy bears were received. Every conceivable sort of toy, some shiny and new from the nurseries of blase children of movie stars, some broken and battered in. Presently there were about 20,000 toys in various states of repair and disrepair.

Thus, Los Angeles has found a way to make a child happy; not merely in a spasm of generosity at holiday time, but everyday and every season. The community has also discovered a suitable system for keeping little gangs out of trouble, and for teaching them responsibility and the care of property. The toy loans are so obvious, it is incredible no one ever thought of them long ago, and so simple that any town can install them!"  

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Toy Loan Centers in Texas

It has been previously mentioned that the toy loan idea is relatively new, and especially has the development of the idea been slow in Texas. At present, there are very few established Toy Loan Centers in this state.

The records of the Toy Loan Centers which have been included in this thesis have been given in an attempt to show the most typical of the established and organized Toy Loan Centers in Texas.

The Toy Loan Center of Dallas, Texas, was the first in the state to become an established center from the standpoint of aiming toward a permanent set-up. In 1935 Toy Loan Libraries were set up on five playgrounds under the supervision of the Playground Department of Dallas, Texas; but, for the lack of adequate personnel to operate them, it became necessary to close the centers before they had operated very long. Two years later, a group of interested persons and members of the Delinquency Group of the American Association of Social Workers at a meeting of the latter group on December 10, 1937, began to make plans for the establishment of a Toy Loan Center in West Dallas, from which locality came the notorious Clyde Barrow and Raymond Hamilton, Texas' Number One and Number Two criminals, respectively. At this first meeting, it was voted to plan as their project
for the year the establishment of Toy Libraries in as many sections of Dallas as they were needed.

The location for this Toy Library was selected at 1109 West Commerce Street in West Dallas. The site was about an acre of ground which was surrounded by a high fence. The gates had locks, and there was a graveled driveway that led up to a four room stucco house. This house had a brick chimney and a fireplace, all of which lent an inviting appearance. A separate house that was called the "Tinker Shop," had a garage, a storage space, and a place for a tennis court. This site was only a ten minutes' drive from down-town Dallas.

The Zonta Club of Dallas, Texas, undertook the sponsorship of the West Dallas Toy Loan Center, was responsible for the provision of toys, the rent on the building, and for giving volunteer assistance to the person in charge at the Center.

The first lot of toys was obtained through interested friends of the Zonta Club, through the local firemen, and through the Salvation Army. At first, the Center operated more as a playground than as a Toy Loan Center, but after a period of about two months, more toys were secured, and the real toy lending was begun.

Since its beginning in March, 1938, the West Dallas Toy Loan Center has grown and has gained national
recognition. It was in the spring of 1939 that the Zonta Club gave up the sponsorship of the Center, and a Toy Loan Association was organized to carry on the sponsorship of the Toy Loan Center, or "Toy Shop," as it had been named by the children. Because interested and influential people composed the membership of the Association, it has been able to function advantageously for the people of the West Dallas Community.

Over the period of three years that it has been in operation, the West Dallas Center has managed to keep an average circulation of three hundred toys per week. There has been such a steady increase in the membership at the "Toy Shop," that the main difficulty in operation has been to keep an adequate supply of toys at all times.  

The good that the West Dallas Toy Loan Center has done, has been nobly expressed by the Toyrarian, who has seen it from its beginning:

I know of nothing that pays bigger dividends than making children happy, and I feel that the "Toy Shop" has done just that. The children came there to play, knowing that we wanted them to have a good time, and knowing that we wanted them to feel that the place was theirs, and truly belonged to them. They have opened their arms to it, and have taken it to their hearts.  

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The most recent well established Toy Loan Center in the state is the one in Denton, Texas. The survey referred to in this thesis was prepared in the town of Denton, and with the information revealed in the survey, Denton was well prepared to start its Toy Loan Center. The Denton Center is sponsored by the local Parent Teacher Association, and the supervision is furnished by the Recreation Project of the Work Projects Administration. A building, which is an annex to Stonewall Jackson Elementary School, was provided by the Board of Education to house the Toy Loan Center.

Initial toys for the Center were provided through a toy matinee sponsored by a local theater.

Since May 15, 1940, at which time the Denton Toy Loan Center opened, there has been an average toy circulation of 284 toys per month. There have been 210 borrowers; of that total 120 have been boys and ninety have been girls. When the Center started, it had 223 toys in stock, and that number increased to 350 over a period of two and one-half months.

Similar to the centers already described, other Toy Loan Centers in Texas cities have been opened in Tyler, Wichita Falls, Canton, and Nocona.
CHAPTER III

ORGANIZATION OF TOY LOAN CENTERS

In communities where an interest in Toy Loan Center development has been aroused, but where there is no city organization by which the center may be sponsored, it may be difficult to secure trained, full-time leadership to supervise the activities of the center. However, in some instances, leaders from the recreational staff of the Work Projects Administration may be secured to conduct and to carry on such work as is necessary to supervise adequately a Toy Loan Center. If a community needs and can sponsor a Toy Loan Center, there is usually enough volunteer leadership available to organize and to supervise the undertaking.

One might be inclined to judge that in any town of at least ten thousand population, there would be no question as to the need for a Toy Loan Center, especially in the poorer section of town. In order to justify such an undertaking, the leaders of the proposed endeavor should first make a survey of the community. Such survey should be planned in order to present four determining factors:

1. The need for providing toys for all children under sixteen years of age.

2. The most desirable location for such a center in
order to serve the largest number of children.

3. The age range of children to be served.

4. The kinds or types of toys most needed by the children to round out their character development.

The following plan of organization, with necessary alteration to meet community needs and problems, has been suggested for use in any community. First, the individuals who foster the endeavor should solicit assistance from other interested and qualified persons to organize a Toy Loan Board or Association. The duties and responsibilities of the members of such a Board have been described in the Constitution given below, which is a copy of the one by which the Toy Loan Association of Dallas, Texas, functions.

THE TOY LOAN LIBRARY ASSOCIATION

CONSTITUTION

ARTICLE I

Name

Section 1. The name of this organization shall be The Toy Loan Library Association.

ARTICLE II

Purposes

Section 1. The purposes of this organization shall be:

a. To acquire by purchase, contribution, donation, or otherwise, toys, games, dolls, playthings, books, industrial and mechanical devices, athletic equipment and any and all other articles similar to the afore-mentioned, to lend, distribute and otherwise
circulate same among children, without charge, gain or profit of any kind whatsoever.

b. To inculcate and develop in children creative and constructive ability, and to endeavor to provide means for the realization of that ability, to the end that better citizenship may be established and encouraged, through honor and integrity in play.

c. To maintain and operate the Toy Loan Library known as "The Toy Shop," now located at 1109 West Commerce Street, Dallas, Texas, and such other charitable undertakings as may be authorized by the Board of Directors.

d. To encourage and aid in the establishment of other centers for the free lending of toys to children, in the various communities of Dallas, Dallas County and the State of Texas.

e. To seek to develop these toy loan centers along cultural lines, as expressed in our slogan: An Adventure in Cultural Relations.

ARTICLE III

Membership

Section 1. Those individuals contributing to the support and maintenance of the Toy Loan Library Association, shall be members. Membership shall consist of the following classes:

a. Active Members, those giving their personal time and attention to the promotion and maintenance of the Toy Loan project and contributing from $1 to $10 annually to the support of the Toy Loan projects.

b. Donors, those contributing $100 or more annually to the support of the Toy Loan Library projects.

c. Sustaining Members, those contributing $50 or more annually to the support of Toy Loan projects.

d. Supporting Members, those contributing $25 or more annually to the support of Toy Loan Library projects.
e. **Contributing Members**, those contributing $15 or more annually to the support of Toy Loan Library projects.

f. **Associate Members**, those contributing from $1 to $10 annually to the support of the Toy Loan projects but who do not actively interest themselves in the Association affairs.

g. **Junior Associate Members**, those contributing 25 cents annually to the support of Toy Loan Library projects. The Junior memberships shall be open to children under the ages of 15 years, two or more children of one family to enjoy junior membership privileges for payment of 50 cents annually.

h. **Group Memberships**, of $1 to $100, open to organizations and clubs.

i. **Life Members**, those contributing $500 or more to the project.

Section 2. A member in good standing shall be one who regularly contributes his annual contribution and who is not in default thereof.

A member in good standing may be suspended or expelled from membership by a majority vote of the Board of Directors at a regular meeting thereof.

The members in good standing shall meet annually in the month of February, for the purpose of electing the Board of Directors and such other business as may lawfully belong to the annual meeting.

**ARTICLE IV**

**Officers**

Section 1. The officers of the Toy Loan Library Association shall be: President, Vice President, Secretary and Treasurer.

Section 2. The officers shall be elected by a majority vote of the Board of Directors, at the first meeting in March of each year.
Section 3. Officers shall serve for one year.

Section 4. Compensation of any workers shall be determined by the Board of Directors.

Section 5. The duties of the officers shall be those usually devolving upon such positions and shall more particularly include the following:

a. **President**: The President shall preside at all meetings. He shall appoint all committees, with the assistance and ratification of the Board of Directors, and enforce due observance of the Constitution and By-laws and rules of this organization. He shall call regular and special meetings whenever he deems same necessary, and upon the written request of the Board of Directors or of any three officers.

b. **Vice President**: The Vice President, the President being absent, shall perform the duties of that office. He shall be a member of all standing committees, ex officio. He shall succeed to the office of President should the latter resign, or his office be declared vacant, until the next annual election of officers.

c. **Secretary**: The Secretary shall record the minutes of all meetings of the officers and Board of Directors, shall carry on such correspondence as the President and the Board directs, and shall be in charge of this Constitution and the By-laws and all records of the Toy Loan Library Association.

d. **The Treasurer**: The Treasurer shall keep a record of all contributions made, shall keep and maintain all financial records of the Toy Loan Library Association, and shall make reports concerning same at the request of either the President or the Board of Directors. The Treasurer shall be required to give a surety bond in the customary form in the amount of $1,000. The Association shall pay the premium on such bond.
ARTICLE V

Directors

Section 1. The Directors of the Toy Loan Library Association shall be a Board consisting of fifteen members.

Section 2. The Board of Directors shall be elected by a majority vote of the members at their regular annual meeting in the month of February, from a slate presented by the Nominating Committee.

Section 3. All members in good standing shall be entitled to vote for the Board of Directors, each to have one vote. Junior Associate members shall not be entitled to vote.

Section 4. The Board of Directors shall be elected for a three year term, one-third of said Board to be changed each year. To facilitate this, the initial Board of Directors shall be divided into three groups, to serve for one, two and three years respectively.

Section 5. Vacancies on the Board of Directors may be filled by the remaining members of the Board, for the remainder of the terms so vacated.

Section 6. The Board of Directors shall receive no compensation.

Section 7. The Board of Directors shall have the power to decide the policies of the Toy Loan Library Association.

Section 8. The Board of Directors shall choose the officers of the Toy Loan Library Association, as herein before specified.

Section 9. A regular meeting of the Board of Directors shall be held once each month. A majority of the Board shall constitute a quorum at such meetings.

ARTICLE VI

Committees

Section 1. Committees shall be appointed as needed,
by the President with the assistance and ratification of the Board of Directors.

Section 2. Nominating Committee:

a. A Nominating Committee shall be appointed not less than thirty days before the annual meeting. It shall consist of five members, only two of whom may be chosen from the Board of Directors. This Committee shall make recommendations for Board members at the annual meeting.

ARTICLE VII

Amendments

Section 1. This Constitution may be amended by a two-thirds vote of all the members of the Association present at any regular or special meeting.

Section 2. Proposed changes shall be brought to the attention of the membership by posting notice thereof at principal office of the Association one week before they are to be voted upon at a meeting for such purpose, by the Board of Directors.

Section 3. The By-laws shall be amended in the same manner as the Constitution.

BY-LAWS

ARTICLE I

Lending of Toys

Section 1. Children desiring to borrow toys shall register their names, addresses, ages and school attended, at their local Toy Library, and their parents shall sign a card stating that reasonable care will be taken of said toys.

Section 2. Toys shall be issued to children of school age.
Section 3. No charges may be made for the loss of toys, but children failing to take proper care of same may be deprived of their borrowing privileges.

ARTICLE II

Contributions of toys and money may be solicited by the Toy Loan Library Association, as needed for the establishment and operation of Toy Loan Units, for maintaining their headquarters, and for promulgating the idea of Toy Loan Libraries.

ARTICLE III

No contracts shall be executed or debts incurred for the Toy Loan Library Association, without the written approval of the President and the Treasurer. All checks for payments of obligations of the Toy Loan Library Association, shall be signed by the President and the Treasurer. 1

Facilities

When the time has come to select a place to house the Toy Loan Center, the Board is confronted with a definite problem, especially if additional funds have to be provided to construct a new building. This problem, of providing facilities, however, need not lessen the enthusiasm of the group, but the next big factor is to make plans for securing a vacant building that, no doubt, is available in the desired section of the community.

The facilities for the Toy Loan Center are of prime importance, both from the standpoint of space and arrangement. There are certain essential factors to be

1 The Toy Loan Library Association, Files of West Dallas Toy Loan Center, Dallas, Texas. (Typewritten).
considered in providing the adequate facilities for the toys as well as to make the center a place to which the children look forward to coming; or as someone has phrased it, the Toy Loan Center might be the "Sun Dial that marks only the hours that shine."

In planning for the center, the suggested floor plan as in Figure 1 is typical of the needs of the average Toy Loan Center. The front room is the "Play Room," so called, because it is a place where the children can enjoy the social relationships with other children while they play with the borrowed toys. Too often, the child comes to the center, borrows a toy, and is told to go home because of the lack of space to play at the center, and the little fellow gets home to be thrown in an unwholesome environment; consequently, not gaining the desired satisfaction from his toys.

The Play Room can be made a very inviting place to which the boys and girls may come and play quiet games together; such as, checkers, parchesi, and many of the table games.

Since this room is to be the place where the social life of the center is to be foremost, it should be made very attractive and kept clean and should actually mark the hours that shine.
Legend:

1. Shelves
2. Toyrarian's Desk

Fig. 1.1—Suggested Floor Plan for a Toy Loan Center
The other two essential rooms are the Toy Check Room and the Sterilization Room or Storage Room. One room may be used for both storage of toys and for sterilization of the toys loaned out and returned.

The Toy Check Room is used in the Toy Loan Center much in the same way as the stack room in the book library. There should be shelves of varying heights in the Toy Check Room to shelve the toys for different age groups. What little boy or girl does not like to go to a downtown store and pick up a toy, lay it down, and pick up another? This same privilege should be afforded the small patrons of the Toy Loan Center. It is in the Toy Check Room, after much browsing around, and with assistance from the Toyrarian, that the children make their selection of a toy, and check it out from the Toyrarian.

The toys should be so arranged on the shelves of the Toy Check Room that they can be conveniently found by the smallest borrower. The toys for the little tots should be on the lower shelves, so that they can select the toy of their choice.

The need for the storage and sterilization room is self-explanatory. There will always be a need for a space to store toys that are not ready to be placed on the shelves of the Toy Check Room, or for storage of the toys that have been loaned out and returned, and are ready
to be sterilized. If one room is used for this two-fold purpose, care should be taken to keep returned toys that need sterilization separated from the other toys stored in the room.

If a separate room is available in which to sterilize the toys, the Formaldehyde Sterilization System is suggested. This is very effectively used by burning a formaldehyde candle in a closed room with the toys to be disinfected. The size of the candle to be used varies with the size of the room. For the size room referred to in Figure 1 a two ounce formaldehyde candle will suffice. If the supply of toys is sufficient to warrant such, the sterilization process should be effected once a week, or over the week-end. However, it may be necessary to sterilize daily the toys that are returned, and if the latter is done, it is suggested that the hydro-system of sterilization might be used, since the use of soap, water, and sunshine for sterilizing toys is always good and reliable. Where the latter is used, it is recommended that after the toys have been washed that they be placed on a roof or some place in the sunshine for at least twenty-four hours.

Both of the suggested methods of sterilizing toys are reliable for maintaining health standards, but regarding health safety, the Toyrarian should advise with
the local City Health Department.

In addition to the three rooms mentioned, there should be some place designated as the repair shop, where old toys are repaired and renovated, and where new toys may be made. If there is no room or building available within the Toy Loan Center, the toy repair shop may be located elsewhere. Often times, there are other means of getting toys repaired when the toy center repair shop is not available or is inadequate. If there is a local Salvation Army in the community, this organization might be approached for assistance in repairing the toys. Also, the local firemen can usually give assistance to the Toy Center by repairing and making toys.

As was mentioned earlier in this chapter, a play room has been recommended. That will give the child an opportunity to try out the toy he wishes to borrow as well as provide a wholesome place to play with the toy and in company with his playmates.

Some of the established Toy Loan Centers have in connection with indoor facilities, a playground equipped with play apparatus. The Playground-Toy Loan combination has proved to be very worthwhile, and is recommended where possible.

Perhaps one of the bright spots of the West Dallas Toy Loan Center, Dallas, Texas, has been its doll house
which is located on the out-door play area at the center. It is a small white house, large enough to be real to the young ladies who wish to practice their home-making routines and to give tender and motherly care to a doll borrowed from the Toy Loan Center. The Toyarian at this Toy Center has described it.

The little girls play the fascinating game of "Let's Pretend" in their one room building that they call their very own. Boys are not allowed to invade, although we had hoped at first that they might play together there. The boys would really like to go in and play with the girls because boys like to pretend just as well as anybody, but when a fellow is over twelve or thereabout, he must be very careful of his dignity, or someone will call him a sissy. To prevent being called a sissy and to prove he is a regular fellow, he must make a fuss and upset something just to show that he does not really enjoy such things. So the little girls hold undisputed sway in the Doll House, and what good times they have. They have sometimes brought food and ice from home, and have had tea parties. They arrange and re-arrange the furniture, dress and undress the dolls and do all the things that little girls have done from time immemorial. They work very hard for a time making a new dress for a doll, or a sheet for the bed, and then all of a sudden the dollies are ill and the room is transformed into a hospital with doctors and nurses in attendance. Then the dolls will be forgotten, and the little girls will run out doors for a game of dodge ball, paddle tennis, or croquet, but they always come back to their play house. 2

The zeal with which these future American mothers worked at the task of their play period in the Doll House was pleasing to any on-looker's eye, not to mention the fun and pleasure on the part of the children.

If, at the Toy Loan Center, a separate house to be

2Bess L. Wiley, "History of Toy Shop," Files of West Dallas Toy Loan Center, Dallas, Texas, p. 3 (Typewritten).
designated as the Doll House is not available, for a limited space indoors, a play screen made to look like walls of a house is most convenient because it folds up and is easily put away. The screen may be bought or made to outline a one-room play house or with partitions to suggest several rooms into which the play furniture may go.

Selection of Toys

Since the small child often needs guidance in selecting a toy, the person in charge of a Toy Loan Center, or the Toyrarian, should be well qualified as well as trained in child guidance so that he may select suitable toys for the different age groups. Although Toy Loan Centers usually limit the membership of its borrowers to children between the ages of two and sixteen years, the older boy or girl is not prohibited from borrowing a toy for the younger sister or brother who has not yet reached the age limit. Therefore, the suggestions on the selection and suitability of toys include the likes and dislikes of all ages from babyhood through the teen-age.

Regarding the selection and suitability of toys, Irving E. Miller, eminent child psychologist, in his article on "Toys for Tiny Tots," pointed out very clearly some characteristics of children and their reactions, with which every Toyrarian should be familiar, since he
is charged with the responsibility of the selection of toys for all age groups.

The following are excerpts taken from I.E. Miller's article:

Toys for Sensory Experiences

We all are made on the plan of responding to stimuli from our environment. Hence nature has seen to it that we all enjoy a great variety of new sensory experiences. Little children get a great thrill from bright colors, gorgeously colored bits of paper, glass, or china. Toys should be gay. Noises that are distressing to our jaded nerves are highly interesting to them. They represent new and exciting experiences. The possibilities of touch and muscle sensations never seem to be exhausted. Toys for the tiny tot should be the bright and rapidly moving type that delight the eye; the noise making things, however, crude, that excite the ear; the host of simple things that provide abundant opportunities for touch and muscle sense.

Toys That Involve Activity and Control

The second great principle of satisfaction in playthings is that they must involve activity. Little children seem to like activity for its own sake. Baby thrusts with his hands and kicks with his feet in sheer joy of life activity. He babbles, coos, and gurgles. As soon as he can creep there is endless going to and fro. As soon as he can walk, running back and forth is exciting. Climbing up in a chair and down again, over and over,—this is lots of fun. But there is a third principle here involved; the activity must be one in which he participates, in which he gets the joy of being a cause, in which he experiences the power of control, control over some part of his bodily mechanism, some external thing or person. The activities of creeping, of walking or climbing, previously mentioned, are not mere activities. They represent certain types of growing control over arms, legs, and hands. And while these forms of control are new they bring thrills of delight. So there is a time when a baby may take a cork out of a bottle or a cover off a box
at various intervals throughout the day; and this he may do for many days, off and on, until it becomes easy and he loses interest. Madame Montessori discovered that children below kindergarten age love to take pegs of different sizes out of holes and put them back again. I saw a little girl about two years of age play about an hour with cake tins. These tins had a funnel rising up in the middle. She had a grand time putting one tin inside the other and taking it out again — activity, yet not mere activity; rather doing something that was suited to a growing sense of power; interesting because new, and because ministering to the sense "I can do it."

The Suitability of Toys

Three principles thus far have been stated, explained and illustrated. Let us now apply these principles more explicitly to typical toys for tiny tots.

First of all comes the traditional rattle. Why is this a good toy for the baby? It may be of some striking color to please the eye; it yields quite a range of thrilling noises; it furnishes abundant muscular activity, and that within the range of the baby's ability to control. Drums very early yield an abundance of striking sensory effects as well as furnishing easy activity. Tops are more difficult to manage, and to be satisfactory must wait for the degree of development of the hand that makes it possible for the child to operate them himself. The new sensations of the buzzing noise of a top have considerable variety and to watch the great variety of motions is especially enticing to the eyes, and yet, if the child cannot operate the top himself, let me warn you that the toy may bring more grief than pleasure to the tiny tot.

The ball is a universal toy. It satisfies every physiological condition. It is easily manipulated and responds to the will of the child. It yields fascinating sensations to the eye as it moves and rebounds like a living thing. It may be made more resplendent with color. It has endless possibilities of activity as motor control increases with growth. It may be played with alone, but it is much better as a toy for more than one. In it there is fun for every stage of growth and development, provided you remember
that the game to be played with it must be suited to the child's age and ability to participate in it freely.  

Toys for the One to Two Year Old

This age child needs playthings which encourage activity of the large fundamental muscles with greater freedom for exercise, such as toys to pull by strings, a heavy wooden or iron train, a small stout wagon or wheelbarrow, a doll carriage, a kiddie-kar, a small stout doll or stuffed animals, a stout chair to sit in and carry about. He needs round cornered blocks which cannot hurt him, and which can be washed, a block nest with which he can build various towers and stairs. Linen and other good picture books with large, simple, artistically colored pictures are also suggested for the one to two year old child.

Toys for the Two to Four Year Old

The two year old needs more control over legs, arms, and other big muscles. He is interested in imitating people, animals, and things. He wants to find out about their sounds; how they are made; what things will do when pounded, dropped, sucked or cut; how they feel when touched.

---

He loves new sensations from objects, and needs contrasts of hard and soft, smooth and rough, heavy and light, cold and warm. His power to think clearly and his use of language later depend upon the knowledge he is gaining about things now.

The child at this age is developing a joy in rhythmic sound and rhythmic movements, jingles, and rhymes. A joy in ownership and a desire to claim everything is evident as he especially becomes satisfied by expressing, "This is mine."

At this time in his childhood he desires to be noticed and praised, and it is at this period that parents should begin to use wisdom and care by giving notice and praise to the child, not for his looks, over which he has no control, but for what he can do.

For the physical development of the above age child, in addition to his routine bodily movements, the following toys are desirable and suggested: a board swing, rocking horse, kiddie-kar or similar wheeled toy, a velocipede, a slide, a wagon to pull and ride in, a sled, a wheel-barrow, a broom or shovel, strong garden tools, and a sand-box.

For stooping, lifting, and carrying, he should have large floor blocks (not smaller than 3x3x3, and 3x1½x6).
For further development of the large muscles, he needs good-sized push-and-pull toys, such as a train or auto. Balls of all sizes are good for this age, because they have to be chased and caught. They encourage children's playing together.

The two to four year old child should have the following playthings for self-realization: material, out of which he can make things, large dominoes, all shaped building blocks, a hammer and nails, paper and blunt scissors, large marking crayons and large sheets of paper, a black-board, beads, wooden blocks, paper strips and paste for making chains, clay and other material with which he can model.

To encourage and satisfy his imagination and imitative plays, this age child should be provided with more picture books, stories, and rhymes to be read to him, household toys like mother's utensils and out-door tools like father's tools, and a telephone. He should have dolls and animals to cuddle and care for, and furniture and toy dishes to use with these dolls. A good table, to be used with a chair for tea parties, and also to be used for a work table has been suggested. A large rag doll to wear the child's outgrown clothes is a proud possession of this age child. Other suggestions are large building blocks, clay, large colored crayons, blunt scissors, and plenty of paper.
Toys for the Four to Six Year Old

The toy needs of the four to six year old child exceed that of the ages previously mentioned. Now is the time for good habits to become firmly fixed. The child of this age should begin to take more pride in the care of his toys. His abilities to make things are of greater variety; however, perfection should not be expected.

For the physical development of this age, the following playthings should be provided: a swing, small bars, trapeze, a steering sled, wagon to steer, jump ropes, skates, boxing gloves to combat father and other boys, toss games, bean bag games, and balls.

At this age he can develop his imitative and imaginative desires by making more play furniture from boxes and scrap lumber. Being able to make things as well as to be provided with blocks of all shapes with which to build and construct, helps the self-realization of the child.

Miniature sewing machines, tool chests, and the like are favorite toys of this age boy and girl, and afford real pleasure as well as profit.

Toys for Children Seven to Ten

Games of skill which develop the physical ability in this age child are punch ball, table tennis, bagatelle, and other similar team games. Skates, bicycles, and push-mobiles contribute to the child's desire to acquire skill
as well as help him gain control both mentally and physically. This age child is no longer interested in phantasy play, but his interest is in acquiring skill in domestic occupations as a preparation for life. This finds expression in cooking with "real and their own" utensils, washing, gardening, and painting. Garden tools, cooking utensils, a tub, wash board, iron and ironing board are realistic toys greatly enjoyed by this age child. More carpenter tools and art tools with books, giving directions, are desired by this age boy and girl. Block printing sets, anagram sets, and a typewriter furnish real pleasure for both the boy and girl. Parlor games such as tiddledy winks, parchesi, checkers, and the like will be the preferred choice of many children from seven to ten, since they often sit for hours trying to work out some game or puzzle which offers a mental challenge to him. Bean bag games, dominoes, toy money, cash registers, scales, and other similar materials have a definite value in leading a child to grasp numbers without his being aware of it.

Toys for the Ten to Sixteen Year Old

The children in this age group are even more interested in the development of skill and in experimentation. For the fulfillment of these urges, such toys as sewing boxes and tool chests are suggested. With
these playthings, many interesting things can be created by the child. A small stage for which the child can make his own puppet or a box theater for which he can make and color his own picture reels offers a fascination far greater than any "ready made" toy.

Toys requiring use of large muscles such as skates, bicycles, and scooters all play a part in the development of the ten to sixteen year old child. Equipment with which he can participate in his favorite sport offer an opportunity for his competitive spirit to be satisfied. Balls, bats, and boxing gloves are especially good for this.

Not only should there be toys for the child of this age to play with by himself or with his playmates, but there should be games the teen-age child can play with the older members of his family. There should always be such games as bean bag boards, ball games, checkers, authors, dominoes, parchesi, flinch, and tiddley winks. Grown people are more likely to enjoy the game if it has possibilities for some real skill and not just stupid chance, as in many of the new games appearing each Christmas. Through such games as those just mentioned, the Toy Loan Center not only serves the child who is sixteen years and under, but it also offers recreation to the family as a group. A home which is the gathering place for the child and his friends, as well as for the old and the young in
the family, is likely to be the favorite meeting place for the older boys and girls. It is a real asset not only for the child himself but for the whole community.⁴

Records on Toy Loan Centers

Perhaps, throughout the ages, one of the most essential phases of any organization has been its records. The same has been true of Toy Loan Centers. There are certain records that have been used on Toy Loan Centers which have proved to be the most efficient system of keeping a clear and comprehensive report of toy lending. It is to these most successful types of records that reference has been made in the following samples of Toy Loan Center Application Card, Borrower’s Card, Toy Check Card, the Daily Ledger, and the Doll Adoption Papers, the latter being used in a few cases.

When a child between two and sixteen years of age has made known his desire to borrow a toy from the Toy Loan Center, he must first make application for membership. This may be done by applying to the Toyrarian, or in some cases, applications have been taken by local playground leaders and referred to the Toyrarian. Upon application for membership, the child is given an Application Card such as shown in Figure 2.

Fig. 2.—Application Card

Child's Name_________________________________________

Address ____________________________________________

Age____  Grade____  School_____________________________

PARENTS OR GUARDIANS: This card must be signed by you. Your signature entitles your child to play with toys and playground equipment in and about the Zonta Toy Loan Center and to borrow toys to take home without cost to you.

THE ZONTA CLUE OF DALLAS

We agree to see that reasonable care is taken of toys borrowed, that they are returned promptly, and we release the Zonta Club of Dallas from loss or damage to person or property that may be sustained in the exercise or privileges above set out.

Both Parents Sign:____________________________________

__________________________

Aside from being an application card this is also a method to acquaint parents with the work of the Toy Loan Center and to give a sense of responsibility to both the child and the parents.

When the Application Card has been returned to the Toy Loan Center with both parents' signature, the child is ready to make his selection of a toy, which is loaned to him for a period of one week or more, usually depending upon the stock of toys on hand. The second essential record has been that which is kept on the Borrower's Card. See Figure 3.
BORROWER'S CARD

Name_____________________________________
Address____________________________________
Age__ Grade__ School_____________________

<table>
<thead>
<tr>
<th>TOY NO.</th>
<th>DUE</th>
<th>RET.</th>
<th>COND.</th>
</tr>
</thead>
</table>

Fig. 3.--The Borrower's Card given is used by the Dallas Toy Loan Center, Dallas, Texas.
It is made out for the child after he has made proper application to borrow a toy. The Borrower's Card, which has been used in Toy Loan Centers, is similar to the card used for the same purpose in a public library. The same card is used to record how many toys the bearer of the card may wish to borrow. The information on the top part of the card is filled out in accordance with the information on the Application Card. The first and second columns of the lower part of the card are filled out when the toy is loaned, and the third and fourth columns are completed upon return of the borrowed toy. The toy number, shown in column one, is taken from the number listed on the toy that has been borrowed. The last or fourth column, gives an account of the condition of the toy when it is returned. The letter S is placed in the column if the toy is returned in satisfactory condition, and other explanatory remarks are written in this column if the toy needs repair, or if it is beyond repair. This column should state the exact condition of the toy when it is returned. The abbreviation "RET." in the third column stands for returned, and in this column is placed the date the toy is returned; thus showing a comparison of the date in column two, or the "DUE" column, and indicating whether the toy is delinquent. However, it should be mentioned here that no fines are assessed for over-due toys. If a child makes a practice of
keeping a toy out over time, he may be denied the privilege of borrowing a toy of his choice on his next request. The child should be encouraged to return the toys when they are due. A strict record should be kept of delinquent toy borrowers.

Figure 4 is the third record made in a Toy Loan Center. This information is on the Toy Check Card.

<table>
<thead>
<tr>
<th>TOY CHECK CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-41</td>
</tr>
<tr>
<td>Box car</td>
</tr>
<tr>
<td>All Metal</td>
</tr>
<tr>
<td>$0.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fig. 4.—The Toy Check Card has been used by the Los Angeles County Toy Loan Centers, Los Angeles, California.

The Toy Check Cards are issued for each toy and filed by toy classification. Toys were classified according to type and were numbered consecutively as each toy was placed in stock. The first doll received was numbered D-1; the second, D-2, and so on in similar fashion with the other
type of toys. This type of toy classification indicates how many of each type of toy is in stock at all times. Toys are numbered and labeled according to the following classifications:

- **D-1** Dolls
- **G-1** Games
- **T-1** Toys
- **WT-1** Wheel Toys
- **DF-1** Doll Furniture

The Toy Check Card contains information as to the classification of the toy, name of toy, material of which toy is made, the estimated value of the toy, and spaces for the child's name and age. When a toy is in circulation, the Toy Check Card is filed according to the date the toy is to be returned.

Figure 5 is an illustration of the Daily Ledger. It is a record kept by the Toyrarian during the daily hours of operation of the Toy Loan Center.

### DAILY LEDGER

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Toy Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fig. 5.--The Daily Ledger given has been used in the Toy Loan Center in Dallas, Texas
This Ledger is maintained as a time-saver for the person in charge of the Toy Center, as he may have too many overly anxious customers to take the time required to get out Borrower's Cards and refire them. On the Daily Ledger was recorded the name of the borrower and the classification and the number of the toy borrowed. This information was easily and quickly obtained in the rush, and at the close of each day was transferred to the Borrower's Card for that child. Since the information contained on the Ledger was transferred daily to the Borrower's Card, there was maintained an accurate record of dates toys went out and when they were due to be returned to the Toy Center.

Through the studies of various Toy Loan Centers that have been made, it has been found that the methods of borrowing dolls differ with the different localities. In Los Angeles, where Toy Loan Centers supposedly originated, the dolls have been the exception to the regular rule of borrowing. Since almost every little girl has wanted a doll of her own, even though she may never have owned one, she has had a chance to become a "probationary mother." She was given an opportunity to choose a doll and to take it home with her. At the end of each two weeks period for six weeks, she returned to the Toyrarian with her doll, and if it had been properly cared for, the
child became the legal guardian. Figure 6 shows the sample of Doll Adoption Papers that have been recommended for use where the Toy Loan Center stock of dolls was big enough to adequately execute the Doll Adoption Plan.

**DOCUMENT OF ADOPTION**

**TOY LOAN CENTER**

________________________, TEXAS

I, __________________________, being _____ years old, and having proved to the Toy Loan Center that I will take good care of the doll, named __________, do agree to see that this doll is well cared for.

At such time as I no longer want to tend to this doll, I promise to return her to her legal guardian, the _______________ Toy Loan Center, that some other child may enjoy having this doll to play with, subject to the approval of the Toy Loan Center.

Signed: ______________________

(Child)

__________________________

(Toyrarian)

Date: ________________

A good little mother
I promise to be
If this pretty dolly
Is given to me.
She'll have a nice home
With tenderest care,
And nothing but love
Shall abide with us there.

*Fig. 6.*--The Document of Adoption given has been used in the Wichita Falls Toy Loan Center, Wichita Falls, Texas.
In Dayton, Ohio, where Toy Loan Centers have operated successfully, the method used with dolls has been similar to the Los Angeles plan, yet interestingly different. Dolls have been placed on the shelves without clothes, but there was provided a box of cloth and materials from which a child could choose material to make a dress for the doll. The child was required to bring the doll back each week for a six weeks period so that a check could be made on the progress in the dress-making. At the end of six weeks, the doll became the possession of the child, if proper care had been given the doll.
CHAPTER IV

DENTON TOY LOAN CENTER

It has been suggested in the previous chapters that a survey be made to determine the needs for a Toy Loan Center in a given locality. The writer proceeded to make such a survey in Denton, Texas, a town of approximately ten thousand people.

The first step in this survey was to obtain the names and addresses of twenty-five families which were to be studied. These were secured from the Social Worker, and were used as a basis for surveying the mosty typical of needy families from the standpoint of the number of children in the family, the number of toys per child, the kinds of toys, and the source from which the toys were secured.

As shown in Table 1, the survey revealed that the highest number of children under sixteen years of age in one family was eight, two boys and six girls. The next largest number of children in one family was six, three boys and three girls. There were three families who had five children each, two of which had three boys and two girls; the other had one boy and four girls. One family reported four children, one boy and three
girls. Five families reported three children each; two of these families had two boys and one girl, and one family had three girls. In ten of the families there were two children to each family, seven of which had one boy and one girl, two of which had two girls, and one of which had two boys. Four of the families that were surveyed reported that they had only one child each; three of these families had one girl each, and one family had one boy.

The average number of toys in the family which had eight children was one toy to each child. The family which had six children reported no toys for any of the children. In the three families which had five children each, one family had an average of two toys to each child, one family had one toy to each child, and one family reported no toys for its five children. The family which had four children had an average of one toy to each child. In the five families which had three children each, there were two families which had an average of two toys to each child; two had an average of one toy to each child; and one had no toys for any of its three children. In the ten families of two children each, one family had an average of three toys per child; three families had an average of two toys to each child; five families had an average of one toy to each child; and one family had no toys for its two children.
TABLE 1

<table>
<thead>
<tr>
<th>Number of Children in Family</th>
<th>Number of Children under 16 years of age</th>
<th>Number of Toys to each Child</th>
<th>Kinds of Toys</th>
<th>How Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Average</td>
<td>Wheel Toys</td>
</tr>
<tr>
<td>Family of 8</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Family of 6</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Family of 5</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Family of 5</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Family of 4</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Family of 3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
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<tr>
<td>Family of 3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
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<td>Family of 3</td>
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<td>2</td>
<td>2</td>
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<tr>
<td>Family of 3</td>
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<td>Family of 3</td>
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<td>Family of 3</td>
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<td>0</td>
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<tr>
<td>Family of 2</td>
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<td>Family of 1</td>
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<td></td>
</tr>
<tr>
<td>Family of 1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
In the four families which reported one child each, one family had an average of four toys for the one child; two families had an average of three toys; and one family had an average of two toys for the one child.

The kinds of toys listed were wheel toys, dolls, doll furniture, games, and other toys; the latter included all those toys that did not fall under one of the preceding classifications. The sources from which these toys were secured included those received as gifts, those received from Relief and Welfare Agencies, those which the family bought, and those toys which were home-made.

In the survey the kinds of toys and the sources from which the toys were received were reported in the following relationship: In the family of eight, which reported six dolls, all six were received from a Relief Agency. The family of six children reported no toys received from any source. Of the three families which reported five children, one of the families received three dolls, one piece of doll furniture, and six other toys from a Relief Agency. A second family with five children received four dolls and two other toys, all of which were bought. The third family of five children had no toys from any source. The family of four children received three dolls, and one piece of doll furniture, all of which had been bought.
Of the five families with three children each, one of the families reported three wheel toys, one doll, and one piece of doll furniture. Three of these toys were gifts and two were home-made. A second family with three children received two wheel toys and three dolls, three of which were gifts, and two were received from the Welfare. One family with three children reported one wheel toy, two dolls, and one game, all of which were bought. Another family with three children reported four dolls and one game, one of which was bought, and four were home-made. One family in the group which had three children reported no toys were received from any source.

Of the ten families with two children each, one family reported two wheel toys, three dolls, and one game; three of which were gifts and three were received from relief. A second family with two children reported one wheel toy and one game, both of which were gifts. Two families in this group reported one wheel toy and one doll each, both of which were gifts. Another family with two children reported that they had received no toys from any source. One family with two children reported two dolls, one piece of doll furniture and one game, all four of which were gifts. One of the ten families with two children reported two wheel toys and two dolls, all four of which were gifts. Another family in the group which had two
children reported one wheel toy and two dolls, all three of which were bought. The last two families in the group which had two children each, reported one wheel toy and one doll, both of which were received from a Relief Agency. Of the group of four families which reported one child each, one family reported one wheel toy, three dolls, one game, all five of which were gifts. A second family reported one doll and two pieces of doll furniture, all three of which were gifts. Another family with one child reported one wheel toy and two other toys, all three of which were bought. The last family with one child reported one doll and one other toy, both of which were home-made.

The total number of toys reported by the twenty-five families studied was forty dolls, eighteen wheel toys, six pieces of doll furniture, six games, and eleven other toys. This survey showed that there was a lack of wheel toys, doll furniture, and games among the children of the families studied. The toy and game patterns shown in the appendix are suggested as suitable for inexpensive toys and games which can be constructed at the home or at the Toy Loan Center.
Wheel Toys

Kiddie Kar

Baby Push Toy can be made from spools.

Wagon for carrying wooden blocks, etc.

Wheel Toys for Children under Four Years of Age
Delivery Wagon

Wheel Barrow

Cart

Pull Toy with Movable Pegs

Transportation Toys
Types of Wooden Blocks

Construction Toys
Table Box Hockey

Baseball Ring Toss

Star Puzzle

Tit-Tat-Toe

Pyramic Puzzle

Shove It

Cootie Block

Table Games
Rope Quoits

Negro Bean Bag Board

Ping Pong

Shuffle Board

Plus and Minus

Pocket Checkers

Red Spot

Hunting Dart Board

Airplane Darts

Games for Children from Ten to Sixteen Years of Age
Doll Furniture
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

From the facts gained through the survey of the existing toy status of the children of twenty-five families in Denton, Texas, and the study of procedures which have made Toy Loan Centers successful, the following conclusions have been reached:

1. Play with toys is an excellent means of character development.

2. Boys and girls who are given the opportunity to play with toys and share in the pleasures and benefits of such play receive definite social training.

3. Toy Loan Centers have developed as a result of the need of children of all classes to have access to desirable toys.

4. Toy Loan Centers are located where they are accessible to the largest number of children who need toys.

5. Initial toys have been secured through drives made by cooperating groups such as, local theaters, service clubs, Boy Scouts, Girl Scouts, and firemen.

6. Toy Loan Centers have been associated with agencies which guaranteed and provided financial support for a permanent set-up.
Since the writer of this thesis has studied the programs and operating procedures of Toy Loan Centers, the following recommendations are made:

1. That the procedures for operating a Toy Loan Center be adapted to local situations, and that basic methods employed by Centers already operating be used.

2. That Toy Loan Centers be stocked with toys recommended for different age groups.

3. That the Toy Loan Centers have, for the older children, available games which can be checked out and enjoyed by the parents and older members of the family.

4. That a play room and a playground be maintained in connection with the Toy Loan Centers in order to give directed and wholesome play to groups of children, who otherwise would not be afforded a good environment in which to play.

5. That a sterilization room and repair shop be set up in connection with the Toy Loan Centers.

6. That the Toy Loan Centers have available toys and games which can be made in the home at a nominal cost.

7. That the participants be encouraged to construct toys and games for home use and enjoyment.

8. That detailed records be maintained of all children whom the Toy Loan Centers serve.
9. That a record be maintained as to the popularity of each toy; such popularity to be determined by the frequency of its loan.

10. That the information regarding popularity of toys be referred to, in securing additional toys for the Toy Loan Centers.
APPENDIX

Toy and Game Patterns

Wheel Toys for Children under Four Years of Age

Transportation Toys

Construction Toys

Table Games

Games for Children from Ten to Sixteen Years of Age

Doll Furniture
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