

Quinlan Museum Doll & Teddy Bear Newsletter

Volume 2, No. 8

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What Happened to the Quinlans?

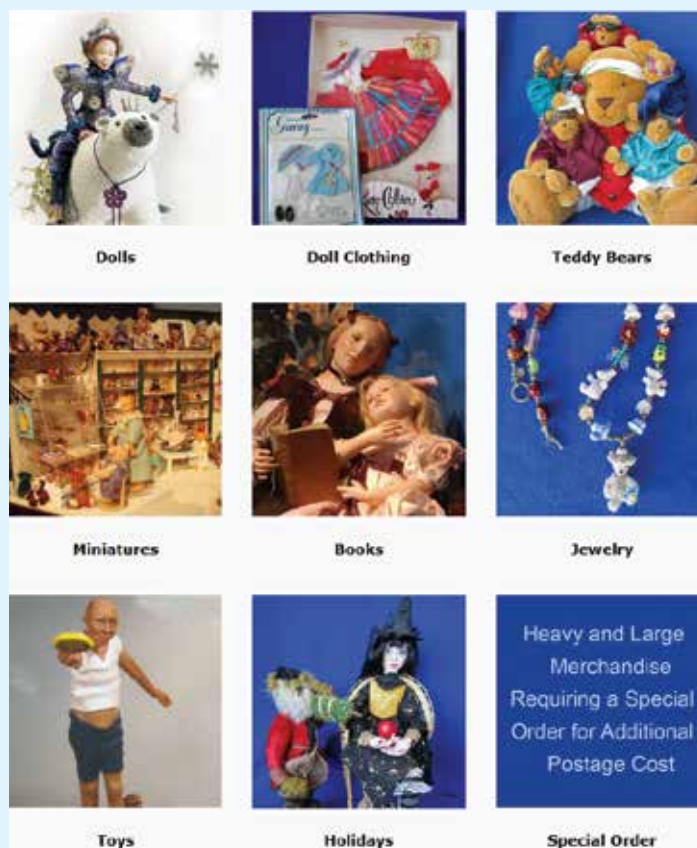
After ten years of organizing the Artist Doll & Teddy Bear Convention in Philadelphia, Susan and Terence Quinlan had to cancel their 2020 convention due to the coronavirus pandemic. With the expectation that in-person conventions would not be allowed for a couple of years, they sadly felt it was time to step aside and turn the event over to the artists, and teddy bear artist Cindy Malchoff so generously offered to take on the job. She can be contacted at info@tbai.org (www.tbai.org) to find out more about the Convention to be held in-person on April 28-30, 2022.

Museum Free and Private-By-Appointment Admission

Since then, Susan has been busy addressing the challenges to operating her Doll & Teddy Bear Museum under the local coronavirus restrictions. With nonessential businesses closed down in the Santa Barbara area, there were few opportunities for people to get out and enjoy themselves, especially for senior citizens who were most affected by the virus. So Susan invited all senior citizens to be her guest with free admission to the museum. She also offered the general public to call her at (805) 687-6423 to make an appointment to visit the museum. The **free museum admission for senior citizens** and the option of **private-by-appointment visits** will remain in place for the foreseeable future. The museum remains open to the public on Friday and Saturday (11am-4pm) and by appointment the other days of the week. Those who make an appointment really appreciate the option of wearing a mask or not as they are the sole visitors at the museum – an option not available at any other indoor leisure activity in California.

Museum Online Shopping for First Time

The pandemic has also made many people reluctant to shop at brick and mortar stores, so Susan has been busy developing a Museum Online Store, which just became available for Christmas shoppers. You can access the store at quinlanmuseum.com/store where the first hundred-plus items are for sale. Most of them have been in storage for 20 years or more, so their age alone make them highly collectable, many of which are hard to find. There is only one of each item available at the museum in 98% of the time. They include Christmas & vintage dolls, artist & vintage teddy bears, doll & teddy bear books, pop-up books, miniature dolls & accessories, doll clothing, jewelry, toys and more. New merchandise will constantly be added throughout the coming year. These are the nine categories of items for shopping on the right.



www.quinlanmuseum.com • (805) 687-8901 • sq@quinlanmuseum.com

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Terence Quinlan's New Children's Book

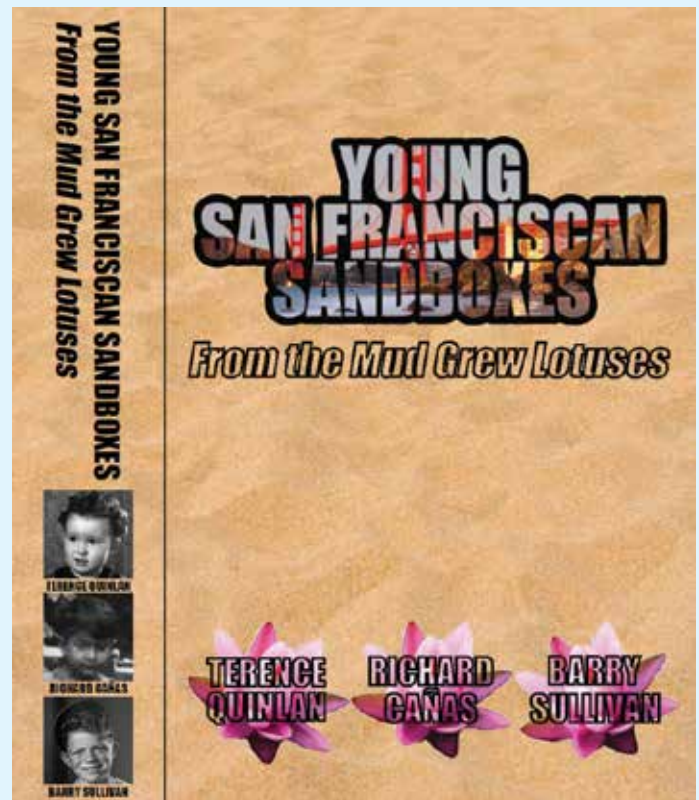
Terence Quinlan has spent the last three years writing a book to help boys and girls to be the best they can be. The nonfiction book *Young San Franciscan Sandboxes, From the Mud Grew Lotuses* is about the childhood of Terence and two of his buddies. The following was taken from the Preface of the book.

It was a special time in a special place, never before seen and never again to be experienced. It was San Francisco at its best. It was a time that allowed a kid to become all that he could be, with or without the help and guidance from parents and others. This is a story about kids who grew up in the Golden Age of San Francisco in the 1940s and 1950s and three particular “brothers” who came from completely different backgrounds – an immigrant Latino kid from El Salvador who spoke no English, a kid from a low income Irish family in the Mission District with an alcoholic father, and a kid from a middle income family in the Sunset District with an abusive father with excessive expectations. Each of the “brothers” was raised by one strong parent figurehead and blessed with the right attitude, determination, and lady luck in their corner in order for each of them to overcome their own handicaps during the two best decades in San Francisco history.

The times we lived in were exceptional, special and unique in many ways. They were the best of times. If there were negatives, they stemmed from things beyond our control, such as, the inability to choose our parents, cruel classmates, or the innate stupidity from being young. The freedom, independence, opportunities, friendships, schools, teachers, coaches and unique features of San Francisco provided the closest a kid could ever get to Shangri-La or Camelot.

It was an era unlike any other. Many grandparents lived through the hardships of the First World War. Parents lived with the challenges of the Great Depression in the 30s. The same parents and their children survived the sacrifices made in the Second World War. And many of us were children of immigrants to the U.S. who started with nothing. We came from a humble background but tough stock. We adapted to living without things, thought nothing of living in lower class neighborhoods, found our own ways to cope with being a have-not, and overcame challenges to rise to a much higher level. This is the story of those kids’ journey through remarkable times in San Francisco history. This is the story of one of those kids, the “brother” he never had, and another “brother” who was the mirror image of his life rising from nothing to someone who came a long way. The journey included their best friends and classmates through grammar school and high school – their critical formative years. The local radio personality Don Sherwood signed off each morning, “Out of the mud grows the lotus,” which served as a constant reminder of my humble roots to self-motivate myself throughout my youth. Those roots were nurtured and built upon as I grew to excel in whatever I put my mind to do.

For 18 years, my generation moved in and out of different “sandboxes” (environments). We were born at the beginning of WWII to parents, many of whom were immigrants, who started with little and worked hard throughout our youth to provide the best for their children. We lived in the aftermath of a war where we developed a patriotism and pride in our country. We learned to appreciate the simple things in life coming out of a period of sacrifice and rationing during the war. San Francisco provided so many interesting experiences, opportunities and dedicated teachers for kids to meet their potential. We were fortunate to experience a life of sacrifices to be motivated to do better than our parents. There were opportunities at an early age to work part-time to be financially independent and lighten the load on our folks. Parents stressed the need for a good education and enrolled us in schools that provided discipline, Christian values, quality education and an environment that surrounded us with kids who had a good influence on us – a pool of good kids for establishing lasting friendships. Most importantly, we felt free as young kids. We had parents who gave us the independence to explore on our own. We could walk and ride our bikes all over. We were allowed to make our own decisions so we could learn from our successes and failures to build self-confidence.



Our youth was actually spent in three “sandboxes” during the years that shaped and determined the adults that we became. In each sandbox, we learned and adopted different interests, habits, qualities, virtues and values. We also made different mistakes, which we learned not to repeat. The first sandbox was the one at the playground and its surroundings up to age five. The next sandbox was grammar school and the neighborhood to age 14, and the last sandbox was our high school and the City of San Francisco to age 17 or 18. The kids that emerged from those sandboxes are the adults we are today. Along the way, I concluded that “the meaning of life” was that this life is our only chance at heaven, as we envision it. This is the story of my journey along with my “brothers,” friends and classmates that shared that journey. Each of us was in the same or similar sandboxes, but we all turned out differently but similar in some respects for the better. We were no angels, but that was not a prerequisite to enter my heaven.

This is a book about kids, for kids. We all faced challenges, albeit different challenges, during our childhood. Some had greater handicaps than others, whether they were physical, racial, mental, social, parental or financial. Some wound up bigger winners than others. But as the cliché goes, “It is not who wins and loses but how you play the game.” It was why “C” students could be bigger “winners” than the “A” students – because they started out with bigger handicaps. The fastest kid in the class is always going to win the race, but he seldom improves his time much. The slower kids can improve their times considerably, so their personal goals are more often exceeded. This book is about kids blessed with growing up in the best possible “sandbox” of a city, which kids today do not have a chance to experience, and about our challenges, joys, sorrows, successes and failures from which today’s kids can learn from to “get it right” for themselves and make fewer mistakes than us. Even parents, grandparents and teachers might benefit from this true story. Welcome to my sandboxes!

The 534-page book is available at www.quinlanbook.com. Price is \$19.95. The 11-page Table of Content available on the website provides a good insight to the content if you are curious. All proceeds from the book go to Riordan High School in San Francisco where the three “brothers” were students.

Susan Quinlan’s Series of Doll & Teddy Bear Books

When you begin a new hobby like collecting dolls or teddy bears, one of the things you are always told is that you should read books on your chosen topic in order to become knowledgeable about the subject matter. But how are you to know what is available to be read? You cannot rely on your local public library or book store because all have limited shelf space and most keep only a few of the recent books.

The book collection at the Susan Quinlan Doll and Teddy Bear Museum and Library has over 13,000 books in the collection. It is the largest known collection of its kind. Susan Quinlan already wrote and published the first in a series of five reference books that will provide a classified catalog of the books and related material in her library collection. The books are divided into subjects or sections to lead the readers to those books that are most relevant to their immediate interests. Each book reference provides the author(s) name, book title, publisher, publication date, number of pages, and a brief description of the content. The first book in the series is entitled *Reference Guide to Research on Dollhouses and Miniatures*, The 308 pages include 1,242 book references and is available at quinlanmuseum.com/store in the “Books” section.

Susan is currently working on the second in the series, which is a two-volume Teddy Bear publication that includes *Teddy Bears Fiction Books* and *Teddy Bears Non-Fiction Books*, which are more than half-way done.

Why Kids Should Play with Dolls for Child Development

When people think about a gift for little girls usually they think of some kind of doll. You can’t go into any toy store without seeing hundreds of options for dolls for girls. But why are they so popular? Is it just because they are cute? Or is there a reason behind why kids should play with dolls? And I don’t just mean girls. I mean all kids. Boys too. They aren’t the same dolls that girls play with but they have their own boy and action dolls they enjoy. There are lots of benefits to playing with dolls. And as a child grows in age, those benefits change. But one thing remains the same. The child benefits from playing with dolls. The reasons are:

- Soft dolls provide comfort to new babies
- Improves motor skills and social skills
- Assists in teaching a child how to use their hands
- Begins utilizing their imaginations with make-believe play
- Learns more about how to “take care” of their dolls and teaches them compassion and selflessness
- Dressing, moving the doll around, etc causes the child’s motor skills to develop and improve dramatically

- Improves child's speech as they start to talk to the doll
- Teaches them positive ways to interact socially
- Improves social skills for pre-schoolers
- Creating imaginary scenarios for their dolls develops important strengths like empathy for others
- Helps to share with others and use their imagination

Source: <https://busycreatingmemories.com>

Health Benefits of Teddy Bears

by Snuffles and Mika Kim

For the past century, teddy bears have enjoyed immense popularity among the young at heart. What many people underestimate is the positive effect these bears have on your health. Not only do teddy bears make wonderful sleep time companions, they are also effective in alleviating many chronic health conditions such as anxiety, depression, insomnia, obesity, flatulence, and ear wax build-up.

Contrary to popular belief, teddy bears do not only come in the colour brown. There exist black, white, red, pink, and even blue bears. However, brown is the traditional colour and is what people seem to be most familiar with. No matter what the colour, teddy bears are beneficial for your health. It is the bear itself that is the effective component, not the colour.

Studies have shown that it is the cuteness and apparent attentiveness of the bear that affects change in a person's health status. Cuteness depends on how well-loved a bear appears, roundness of features, and amount of fat the bear possesses. Bears that look too new (e.g., like they have never been touched) or too worn (e.g. they have bits and pieces missing) are not considered as cute as bears that look like they've been slept on for a few years, and still have all of their vital organs (e.g. nose and eyeballs). Round and chubby features are best, but if the bear is too round it can be mistaken for a ball which then renders its health effect nil.

Apparent attentiveness is an important feature, because human owners (also known as parents) of the bears tend to find comfort in the fact that their bears are listening to them. That is what helps the human to feel like their health is improving – the attention factor. Thus, if you have a bear that can't sit up or is always looking at something else when you're talking to them, you should find a new bear. The best teddy bears are modeled after wild bears, with the same shape and perky ears. These teddy bears can sit up and look you straight in the eye while you complain about how life sucks, and their round, chubby faces deliver compassion and empathy.

Teddy bears are the best companions to have because they provide help in a wide range of areas. They aren't only good for sleeping and cuddling, which is what most people think. They have also been known to help students prepare for speeches, throw surprise birthday celebrations, and provide therapy. And, despite working so hard, teddy bears don't need regular baths. Actually, they don't need baths at all! You should never wash your teddy bear, as washing also decreases their healing potential. This is a fact.

In recent years, imposters such as stuffed ducks, dogs, cats, and even cows have made an appearance. Don't be fooled, as these charlatans cannot heal the way teddy bears can. If you want to improve your health, teddy bears are the genuine article.

Source: Kim, Snuffles and Kim, Mika. *Interview with Teddy Bear Experts. Barrie, ON: MooBoo. 2005.*

More Than Just Dolls and Teddy Bears: The Significance of Transitional Objects in an Early Childhood Classroom

by Colleen Goddard

The term “transitional object” was coined in 1951 by D.W. Winnicott as “a designation for any material to which an infant attributes a special value and by means of which the child is able to make the necessary shift from the earliest oral relationship with mother to genuine object-relationships.” Transitional objects are self-chosen — a child’s first “not-me possession” — like a blanket, teddy bear, pacifier, doll. The reliance on such objects is rooted in sensorial elements that lessen the stress of separation, while they soothe and comfort the child.

As a long time educator of toddlers and twos, and scholar in transitional phenomena and object relations, I have observed teachers using transitional objects in their classrooms. There were teddy bears, rag dolls and stuffed animals that were integrated into the work and play of the children in the classrooms.

According to the New York University Psychoanalytical Institute, “the transitional object may be conceived of in three ways: as typifying a phase in a child’s development; as a defense against separation anxiety; and as a neutral sphere in which experience is not challenged.” I was amazed how the transitional objects that found their way from home to school did not challenge the teachers in the particular classroom I was visiting.

I observed one child clutching her beloved doll while reading a book to her friend – both she and her doll were actively turning the pages – and with every page turned, she looked down at her doll, lovingly and with great appreciation and gratitude for his apparent contribution and cooperation.

On the rug, two children were constructing a magna tile rooftop for two animals – one floppy ear extended carefully up and out of the construction, while a rainbow colored teddy bear covered in band-aids was laying on top. These children were deep in conversation about their “hospital” and how their loved creatures would get better. And across the room sitting on the floor, a young girl was combing her fingers through her raggedy doll’s hair, another child was sitting with her oversized gingerbread doll, holding a phone to her ear, and placing one next to her doll, as she nodded in agreement that Mommy would come back after lunch, and another child was sitting in the play kitchen, feeding and clothing her bear, holding it close to her heart.

These children were utilizing transitional objects into their work and play as personified instruments of self expression, and this was supported, acknowledged and encouraged by their teachers. A transitional object provides an understanding of human development commencing with infancy and early childhood. As children procure and utilize transitional objects, this becomes indicative of how they will interact with and maintain human relationships. According to developmental psychologist Robert Kegan, human development is not possible without self-referential contexts and meanings. As Kegan states, “meanings are founded on the distinctions each person makes of the stimuli he or she engages with” — mainly the object(s) they receive, choose, or discover which have an internal life of their own. However, if the self-appointed object is refuted, critiqued or denied in any way, attachment difficulties may arise later in life. The object allows for and invites emotional well-being, and without such an object, true feelings may be concealed, suppressed, or dismissed as the infant/child has no other means by which to cope with, comprehend, and contend with the world.

In the earliest of classrooms, transitions are experienced over and over. A parent says goodbye and the child responds in a cathartic release of emotion. It is in these moments where the healing power of transitional objects is fully utilized. A mother offers her son an old t-shirt she has worn and the sensorial elements calm and support this child through the good-bye, as he literally holds on to the promise of her return.

As an early childhood educator, I visited every family in their home just prior to their child started to attend school and asked parents what their child’s transitional object was. Most families shared that their child was “perfectly fine” and didn’t “need” anything. Once school began, however, I observed that those children who did not apparently “need” a transitional object were using self-chosen objects that they had discovered in the classroom. If Mom had left her scarf unintentionally, it became a security blanket. Other children would carry pillows or stuffed animals they discovered in the classroom, hold on to them tenaciously until the parent returned, and then released these items with utter abandon – flung in the air as the children ran to their mother or father.

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In other situations, transitional objects were often apologized for by parents, and hidden from their child. A preschool in Sweden advocated the use of transitional objects, but had very specific rules in terms of how, where, and when the object could be used.

These particular responses give way to the debatable aspects of the use of transitional objects. Why are transitional objects perceived as socially unacceptable and restricted to certain times and places? If the object used in human development makes one stronger and more resilient in the face of change and trauma is removed or denied access to, it can actually create more anxiety and discourse. In fact, research indicates that those children who were deprived of object relations were often more susceptible to pathological disorders. In addition, the usage, availability and consideration of such objects can enhance the connection between child and adult and amongst children themselves.

According to Mark Brenner, transitional objects continue through the course of our lives, as “sacred keepsakes,” which pull us back to “a place and time of great solace and memory.” It is the dependence, identification and attachment to objects outside of the self — photographs, wedding bands, mementos, music, art and culture — that not only defines nostalgic memories, but more importantly, defines a state of connection and presence in the world. Transitional objects not only bridge the connection from home to school but allow for the emergence of a child’s inherent sense of self – supported, respected and honored by early childhood educators, which according to psychologist Abraham Maslow “matters more than anything else in the world.”

Source: Psychology Today, www.psychologytoday.com, July 15, 2014