

M0054386 NC

T2020

NC 0020944 9



National College of Art & Design
Faculty of Design
Department of Visual Communication

Beyond Fad and Fashion – the Selling of LEGO
by
Alison Underwood

Submitted to the Faculty of History of Art and Design and Complimentary Studies
in Candidacy for the Degree of Bachelor of Design

1998

I would like to thank the following people for with out whose help

I would have been unable to complete this thesis;

Teresa Breathnach, N.C.A.D., for assisting me throughout,
and Inge Moller, LEGO System A/S, for sending me promotional material.

CONTENTS

LIST OF PLATES	4
INTRODUCTION	5
 CHAPTER 1: How Toys Have Become an Important Part of	
Children's lives	8
The History of Educational Toys and the Changing	
Attitudes towards Children	8
Building Bricks and Constructional Toys	11
 CHAPTER 2: Realising the Target Market	14
Establishing the Right Target Market Group	14
How Commercialism Affects Children	17
Differentiation within the Market	18
 CHAPTER 3: LEGO	
'A Product, an Idea'	23
 CHAPTER 4: Advertising LEGO	27
The Role of the Product	27
Capturing the Young Minds	28
Targeting Parents	31
Gender-Orientated Design	32
Achieving Brand Recognition	33
 CONCLUSION	37
BIBLIOGRAPHY	39
PLATES	41

LIST OF PLATES

- Figure 1: Butter's Tangible Arithmetic and Geometry for Children
- 2: Richter's Anchor Bricks
 - 3: Crandall's Improved Building Blocks
 - 4: Minibrix
 - 5: Section of Sterling Silver Goods from Silber and Fleming's 1872 Catalogue
 - 6: English Toys
 - 7: Pocket Knives
 - 8: Nursery China
 - 9: Nursery Furniture
 - 10: Barbie
 - 11: Barbie's Signature
 - 12: Early Meccano Set
 - 13: Meccano Junior
 - 14: Barbie; Fad or Fashion
 - 15: The First Plastic LEGO Products
 - 16: Automatic Binding Bricks
 - 17: The First LEGO Bricks
 - 18: The LEGO System of Play
 - 19: The Lego Clutching Principle
 - 20: The Wheel
 - 21: The New Duplo Bricks
 - 22: Good Toys Stimulate
 - 23: Effective Retail Presentation
 - 24: LEGO Technic
 - 25: Duplo Advert (Dinosaur Set)
 - 26: Duplo Advert (Farm Set)
 - 26(a): Farm Set Box Design
 - 27: LEGO Clothes Catalogue Cover

LIST OF PLATES CONTD.

28: The LEGO's Logo

29: The Shell Logo

30: Gamage's Interlocking Blocks Advertisement

Introduction

The toy industry is an ever popular and ever booming business. No one can escape the hype during the run-up to Christmas each year. To parents toys may be a way of keeping their child entertained and as an aid to education. But for children it is a different story. Toys are the path to their own world and imagination. This thesis will discuss how the importance of toys emerged. This will be done through discussing the history of toys. This includes how parents' attitudes have changed over the last two hundred years or so. Then, because of developments in industry and manufacturing, competition between companies has built up.

This has led to the importance of advertising and introduced the role of marketing and research. In this thesis I hope to find out if educational toys have needed to succumb to advertising. This question needs to be asked to see if toys like educational toys that are already popular still need to sell themselves. If so, how do they make themselves more appealing? I will determine what images children and parents respond to. I will first account for the rising significance of educational toys, and their attraction, especially of constructional toys.

By combining the growth of constructional toys and the spreading need of advertising, I will look at the success of the toy company, LEGO. I will examine their popularity and try to see if this is as a result of good design, marketing and advertising. This will be seen through how they understand their target group, and if they believe in quality and value. Also I hope to find out if this is enough to be successful or are there many other factors involved.

Finally, I will compare and contrast LEGO strategies to other toy companies. These will not necessarily be educational toys but large brand names that LEGO have to compete with none the less. In doing so, hopefully we will understand a lot more about the importance of toys and advertising. We will know whether or not design has an effect on children and whether or not it is a factor in the deciding process for the child. I hope to discover if manufacturers try to make

their products appeal to both parents and children or do they rely on the power of persuasion by children alone.

Manufacturers' responses to competition will be studied and we will see how successful products remain so in an ever-changing industry.

Chapter 1: How toys have become an important part of children's lives

The history of educational toys and changing attitudes towards children

Toys are one of the most important tools in terms of childrens' learning and development. Many parents rely on the variety of toys we can find in shops today. Although toys are becoming more durable, colourful and more interesting, it has taken a long time for toys to reach this stage. Children were not always able to have as much fun while learning at the same time. The angle of interest in children's development has changed in the last 200 hundred years. This part of the chapter will explain that adjustment, and will show the impact of toys on the younger society and therefore the older generations in society.

In 17th and 18th centuries, children had a different type of childhood. They were seen as little adults and often had to assume adult responsibilities at a very young age. Therefore toys had a different role to play than the toys we are familiar with today. Children were not allowed to have as much 'fun'. Rather, 'objects' used in childhood development and education were usually tools to teach them trades or skills needed later on in their lives. Tools such as gardening implements, wheelbarrows and so on were quite popular.

However some started to take an interest in the concept of children's development, especially people involved in education, who did see the importance of play. "Ideally everything that children do should be sport and play", wrote Joseph Locke, at the end of the 17th century, introducing the idea that learning should relate strongly to enjoyment. (Kevill-Davies, 1991, p242). Still this theory took nearly a hundred years to establish itself. This is probably because children's own interests and wants were not seen as important. It seems that they were not allowed to make decisions of their own in their own way. These days it seems that allowing children to make some decisions and choices is another aid in their development.

Eventually, attitudes towards children's learning and development began to change gradually. Between the end of the 18th century and the beginning of the 19th century a variety of educational toys started to be developed. More people were starting to state their position in relation to children's education. J. J. Rousseau (1712-1778) had a great influence over educational theory during the 18th and 19th centuries. He emphasized the importance of elementary education, suggesting that it "should be a pleasant experience for the child and that play was an important part of the learning process". (Jones, 1980, p10) A lot of the games and toys that appeared at this time were purely practical and for educational purposes. Toys such as jigsaws, boardgames, card-games and cutout toys were popular. The range of skills taught by toys varied enormously. Rational toys as advocated in Maria and Richard Edgeworth's 'Essays on Practical Education', 1789, encouraged practical education. Toys such as gardening tools, reassembling furniture, pencils, scissors and paste were popular. (Kevill-Davies, 1992, p242) These 'toys', of course, would all be familiar objects to children today. It would seem then, that children have always liked playing with 'practical' tools.

Educational toys were also used to help children to count. One of the earlier aids to numeracy was the abacus. The abacus began as an adult counting tool, an earlier form of the calculator, in China. This was popular for children from infancy upwards. The rattling and moving of beads attracted smaller children and helped them to develop the ability to count through experiential learning. (Kevill-Davies, 1991, p243) In the late 1700s, children were taught numbers in more amusing ways. The 'Instructed Puzzle' (1789) "has ten cards, numbered from naught to nine, pasted onto mahogany sheets and hand-coloured, perhaps by their young owner". (Kevill-Davies, 1991, p243) This was probably popular, one reason being that the child had an input into the design of the toy and thus making it more individual and personal to them.

Around the middle of the 19th century 'Butter's Tangible Arithmetic and Geometry for Children' was produced. (Fig. 1) This contained 144 oak cubes and an accompanying of instructions and diagrams. Butter's also had a range of other educational aids such as 'Butter's Dissected Trinomial Cube', 'Butter's

Etymological Spelling Book and Exposition', and 'Butter's Graduations in Reading and Spelling'. These names would be a bit of a mouthful for children today and also must have been then. Already with these types of titles children were probably put off about what would be in the boxes. However, parents back then most likely were not. These educational 'toys' "were recommended as 'excellent Birthday or Christmas Presents', and must all too often have proved a bitter disappointment to their eager young recipients". (Kevill-Davies, 1991, p243) This would be in complete contrast to how things are today. Every year we hear more and more about how parents go to extremes to obtain exactly the right toy for their children. As long as they see delight on their child's face when the wrapping is taken off, Christmas Day is likely to be a disaster!

The connection between learning and fun was becoming even stronger. Friedrich Froebel (1782-1852), known as the originator of the Kindergarten, reinforced this idea. He emphasized the importance of playing in a child's development describing it as a 'serious occupation'. (Jones, 1980, p11) The first Kindergarten in England, founded in 1851, consisted of two rooms, one for seating and one for dancing. The children were taught for 3-4 hours of the day and then they played, in consequence to learn, at home.

Maria Montessori (1870-1952) felt that games and toys were an important way of teaching young children. Even today's Montessori schools have a different way of teaching compared to conventional schools. The games were designed so that children would solve very specific problems. Nonetheless, "her work was often criticized because it was thought that the exercises, once solved, were unsatisfactory for any other game and that little room was left for fantasy and imagination". (Jones, 1980, p11) Transferable skills are an important factor because children like to repeat things and trying to solve things in various ways.

Parents had a strong control over the upbringing and education of their children. Children had no input in choosing their toys. It was up to the manufacturers to sell their ideas to the parents, convincing the parents that their toy would be most suitable. The second part of this chapter will concentrate on

1. The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not merely a collection of facts and dates, but a process of critical thinking and analysis. It is through the study of history that we can learn from the mistakes of the past and avoid them in the future.

2. The second part of the paper discusses the role of the government in the development of the United States. It is argued that the government has played a crucial role in the development of the country, from the establishment of the Constitution to the present day. The author points out that the government has been responsible for the creation of the federal system, the establishment of the courts, and the development of the economy. It is through the government that we have been able to achieve the progress and prosperity that we enjoy today.

3. The third part of the paper discusses the role of the individual in the development of the United States. It is argued that the individual has played a crucial role in the development of the country, from the early settlers to the present day. The author points out that the individual has been responsible for the creation of the federal system, the establishment of the courts, and the development of the economy. It is through the individual that we have been able to achieve the progress and prosperity that we enjoy today.

4. The fourth part of the paper discusses the role of the future in the development of the United States. It is argued that the future is a time of great opportunity and challenge. The author points out that the future will be a time when we will be able to achieve the progress and prosperity that we have not yet achieved. It is through the future that we will be able to achieve the progress and prosperity that we have not yet achieved.

the development of one educational toy in particular, that is, the constructional toy. It will also show how the selling factor has become more important.

Building Bricks and Constructional Toys

Children have always loved playing with objects from the adult-world in miniature, construction toys such as building bricks being a good example. These have been very popular since the late 19th century. The most common material used for building bricks was wood and is still often used today. The dimensions were related to proper sizes so that the bricks could build up into neat and various combinations. Later, some bricks had architectural features such as arches and pillars, making them even more realistic. The labels on the lids may have had images on them such as one set called 'Building Box' c. 1850. This showed what appears to be a Roman dignitary talking to his architect concerning a large building in progress. From here we can see how the design appeal of the packaging and the toy was now being directed more towards the child. This image is for the child to see, and then imagining that he himself is really a builder, taking on this role by using the bricks contained in the box.

From the late part of the 19th century until the mid 20th century 'stone bricks' were extremely popular. One major manufacturer was F.A. Richter and Company of Rudelstadt. Richter's 'Anker' bricks were first patented in 1880. (Fig 2) One particular headmaster of a boarding school was quoted "We have used your 'Anchor Bricks' in our infant-school for some time, and I therefore testify to their suitability for infant education. These stones have an influence of the highest order for educational purposes". (Jones, 1980, p30) Building bricks had many educational uses, they helped children learn to count, often they were produced in different colours, teaching younger children colour, and also from their actual use as building bricks they helped develop dexterity and problem solving.

As building bricks became more popular a change in their design was needed. As they were, they could easily be knocked over. A design was needed so

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. This section also outlines the specific procedures for recording transactions, including the use of standardized forms and the requirement for double-checking entries.

2. The second part of the document addresses the issue of data security. It highlights the need to protect sensitive information from unauthorized access and disclosure. Key measures mentioned include implementing strong password policies, using encryption for data storage and transmission, and conducting regular security audits to identify and mitigate potential vulnerabilities.

3. The third part of the document focuses on the importance of regular communication and reporting. It states that timely and accurate reporting is crucial for informed decision-making and for keeping all stakeholders updated on the organization's progress. This section provides guidelines for the frequency and content of reports, as well as the roles and responsibilities of different departments in the reporting process.

4. The fourth part of the document discusses the importance of maintaining a high level of professionalism and integrity. It stresses that all employees must adhere to a strict code of ethics and conduct, both on and off the job. This section also outlines the consequences of unethical behavior and provides guidance on how to handle ethical dilemmas.

5. The fifth part of the document addresses the issue of resource management. It emphasizes the need to use resources efficiently and effectively to achieve the organization's goals. Key strategies mentioned include prioritizing tasks, delegating responsibilities, and regularly reviewing resource allocation to ensure that resources are being used in the most effective way possible.

6. The sixth part of the document discusses the importance of continuous improvement. It states that the organization should regularly evaluate its processes and procedures to identify areas for improvement. This section provides guidance on how to conduct performance reviews, implement changes, and foster a culture of innovation and learning.

7. The seventh part of the document addresses the issue of risk management. It highlights the need to identify potential risks to the organization and develop strategies to mitigate them. Key measures mentioned include conducting risk assessments, developing contingency plans, and maintaining open communication with stakeholders about potential risks.

8. The eighth part of the document discusses the importance of maintaining a strong relationship with external stakeholders. It emphasizes that the organization's success is often dependent on its ability to collaborate with other organizations, government agencies, and the community. This section provides guidance on how to build and maintain these relationships, including the importance of clear communication and mutual respect.

9. The ninth part of the document addresses the issue of financial management. It emphasizes the need to maintain accurate financial records and to ensure that the organization's finances are in good health. Key measures mentioned include budgeting, monitoring expenses, and conducting regular financial audits.

10. The tenth part of the document discusses the importance of maintaining a strong corporate culture. It states that a positive and inclusive culture is essential for the organization's long-term success. This section provides guidance on how to foster a strong culture, including the importance of leadership, communication, and employee engagement.

that building systems would be stable while still remaining easy to assemble and to be taken apart when intended. The earliest patented system in the Norfolk Museums Collections is Crandall's improved Building Blocks, patented in 1867 in America by Charles Crandall. (Fig. 3) These blocks included interlocking tongues and slots enabling the bricks to be put together and taken apart at will. We can see that since the design has already passed the approval of parents, the child's needs were now starting to be taken into account. By improving the bricks, children would be less frustrated by their own lack of skill and could get more long-term enjoyment out of the toy.

A system of bricks similar in design to present day LEGO was patented in 1889. These bricks were wooden with a row of single buttons, which fitted, into the recesses on the underside of the other bricks, as opposed to the well-known pairs of buttons on LEGO. This same principle is demonstrated by bricks made by 'the Primo Rubber Company of Petersfield in Hampshire' Fig. 4 shows a later version of these bricks, which were made of rubber, called 'Minibrix' alongside LEGO bricks, showing the similarity in the design of these bricks. These bricks were manufactured from 1927 until the early 1960s when demand "dropped because of the rising sales of plastic bricks". (Jones, 1980, p30) Competition therefore was evidently starting to increase, and the battle to gain both the child's and the parents' attention, amongst a range of similar products, began. The selling position of toys was starting to shift, and more obviously so in this century. Perhaps this was because most manufacturers could convince parents of the worthiness of their toy so now it was time to develop advertising strategies to include the children themselves. So the change in the selling of toys related to both changing attitudes towards children, and increased competition.

The change in "the manufacture of educational toys and games was a response to the changing attitudes towards children and their education during the 18th century". (Jones, 1980, p31) Children went from being little adults being taught to take on adult roles, having decisions made for them, to being allowed to develop their own skills, learning through play and sport. They were starting to be allowed to work things out for themselves, though still under parental guidance.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the document outlines the specific procedures for recording transactions. It details the steps involved in the accounting cycle, from identifying the transaction to posting it to the appropriate ledger account.

3. The third part of the document discusses the role of the auditor in verifying the accuracy of the records. It describes the various techniques used by auditors to test the reliability of the data and to ensure that the financial statements are presented fairly.

4. The fourth part of the document addresses the issue of internal controls. It explains how a well-designed system of internal controls can help to minimize the risk of error and to ensure that the organization's assets are protected.

5. The fifth part of the document discusses the importance of transparency and accountability in financial reporting. It argues that organizations should be open and honest about their financial performance and should provide clear and concise information to their stakeholders.

6. The sixth part of the document discusses the role of the government in regulating the financial system. It describes the various laws and regulations that govern financial reporting and the role of regulatory agencies in enforcing these rules.

7. The seventh part of the document discusses the importance of ethical behavior in the financial industry. It argues that financial professionals should always act in the best interests of their clients and should avoid any conflicts of interest.

8. The eighth part of the document discusses the importance of ongoing education and training for financial professionals. It argues that the financial industry is constantly evolving and that professionals must stay up-to-date on the latest developments.

9. The ninth part of the document discusses the importance of collaboration and communication in the financial industry. It argues that financial professionals should work together to solve problems and to improve the overall quality of the financial system.

10. The tenth part of the document discusses the importance of innovation and technology in the financial industry. It argues that financial professionals should embrace new technologies and should use them to improve their services and to create new products.

Initially, the product was made to appeal to the parent rather than the child. For example jigsaw puzzles were packaged in well-made boxes, usually oak or mahogany with an engraved label, remaining very sober and uninteresting. This is in complete contrast to the colourful boxes of today's jigsaws. Emphasis was laid on the worthiness of the game, proving itself to the parent only. The box probably contained a booklet proving its worth.

During the 19th century, changing methods in manufacturing made games easier and cheaper to produce. This inevitably meant that games became more accessible to more children. With more choice and range in prices, parents could afford to allow their children to have more of an input in what they wanted to play with.

With these changing procedures, also came a drop in the heavy burden of facts and figures related to the idea of educational toys. Jigsaws, which began as an educational toy, were often no more than a pretty toy picture; compared to previous pictures, for example, of geographical images. Also, the construction toy during the 19th and 20th centuries was being developed to cover a wider range of graded educational experiences.

Today the manufacture of toys is a massive industry which spends huge sums on advertising. In the 18th century manufactures appealed to parents, recommending games for the good affect they would have on their child's knowledge or behaviour. (Jones, 1980, p32)

Today there is a wide range of toys available, which also includes toys that have always been popular. Now there are toys that introduce children to the ever-changing world of technology and development in electronics. "Through advertising in magazines, comics and, above all, on television, manufacturers now make their appeal not to parents but directly to the children themselves"(Jones, 1980, p31). In chapter 2 we will see how important advertising now is, and how much it has become a part of children's lives. Later we will see how true the above statement actually is. However, already we can see that it has started to play an important part, and is used in quite a different way to before.

1. The first part of the report deals with the general situation of the country and the progress of the work during the year. It is divided into two main sections: the first section deals with the general situation of the country and the progress of the work during the year, and the second section deals with the specific results of the work.

2. The second part of the report deals with the specific results of the work. It is divided into three main sections: the first section deals with the results of the work in the field of agriculture, the second section deals with the results of the work in the field of industry, and the third section deals with the results of the work in the field of commerce.

3. The third part of the report deals with the results of the work in the field of commerce. It is divided into two main sections: the first section deals with the results of the work in the field of foreign trade, and the second section deals with the results of the work in the field of domestic trade.

4. The fourth part of the report deals with the results of the work in the field of domestic trade. It is divided into two main sections: the first section deals with the results of the work in the field of retail trade, and the second section deals with the results of the work in the field of wholesale trade.

5. The fifth part of the report deals with the results of the work in the field of retail trade. It is divided into two main sections: the first section deals with the results of the work in the field of general retail trade, and the second section deals with the results of the work in the field of specialized retail trade.

6. The sixth part of the report deals with the results of the work in the field of specialized retail trade. It is divided into two main sections: the first section deals with the results of the work in the field of food retail trade, and the second section deals with the results of the work in the field of non-food retail trade.

7. The seventh part of the report deals with the results of the work in the field of food retail trade. It is divided into two main sections: the first section deals with the results of the work in the field of food retail trade in the city, and the second section deals with the results of the work in the field of food retail trade in the countryside.

Chapter 2: Realising the Target Market

Establishing the Right Target Group

The role of advertising has changed considerably and more obviously so in this century. It is now an integral part of our lives in many ways. Most businesses will need to use advertising in some form or another at some stage, whether selling a service, product or a brandname. All of us experience advertising directly as we are quite simply surrounded by it every single day.

In this chapter we will explore why marketing has become so important and how companies use the impact of advertising to sell their product to children. In doing so, it is necessary to examine previous methods of advertising toys or other childrens' products from both the 19th and 20th centuries. This may enable us to determine whether these methods of advertising have changed as toys have changed. This chapter will also address the increasing differentiation between target markets, in relation to the selling of toys and the methods used.

With regard to marketing research, children are an important target group that needs to be researched like any other sector. Questions need to be asked, like what exact age-group are being targeted, who will like their particular product, is it for educational purposes and so on. For example, would people interested in education such as teachers and parents be affected by the advertisement campaign? In fact children may be even more aware of advertising than adults. Images are a lot more important to children. They learn a lot quicker from pictures than from sentences or literal messages. "Children are more brand aware and visually literate than their parents" and also have "a high level of brand recognition even if they can't read". (Lewis, 1997, p21) So advertising of any kind that can spark off a child's interest is going to have a stronger impact.

Advertising may not always have had as much of an impact in the past. Unfortunately we do not know a lot about advertising from the 19th century. Documents were not kept. Without records we cannot precisely tell whom

1. The first part of the document is a letter from the President of the United States to the Congress.

2. The second part is a report from the Secretary of the Treasury on the state of the Union.

3. The third part is a report from the Secretary of the Navy on the state of the Navy.

4. The fourth part is a report from the Secretary of the War on the state of the War.

5. The fifth part is a report from the Secretary of the Interior on the state of the Interior.

6. The sixth part is a report from the Secretary of the Agriculture on the state of the Agriculture.

7. The seventh part is a report from the Secretary of the Commerce on the state of the Commerce.

8. The eighth part is a report from the Secretary of the Education on the state of the Education.

9. The ninth part is a report from the Secretary of the Health on the state of the Health.

10. The tenth part is a report from the Secretary of the Labor on the state of the Labor.

11. The eleventh part is a report from the Secretary of the Finance on the state of the Finance.

12. The twelfth part is a report from the Secretary of the Justice on the state of the Justice.

13. The thirteenth part is a report from the Secretary of the State on the state of the State.

14. The fourteenth part is a report from the Secretary of the War on the state of the War.

15. The fifteenth part is a report from the Secretary of the Navy on the state of the Navy.

16. The sixteenth part is a report from the Secretary of the Interior on the state of the Interior.

17. The seventeenth part is a report from the Secretary of the Agriculture on the state of the Agriculture.

18. The eighteenth part is a report from the Secretary of the Commerce on the state of the Commerce.

manufacturers were targeting their sales at. However, by looking at catalogues from this time, fairly accurate assumptions can be made about whom products were directed at.

Silber & Fleming, a large company from the mid 1850s on, had a large range of stock which was summarized as 'English and foreign gold, silver, and imitation jewelry, electroplating and japanned goods, pipes, leather goods, optical department, cabinet goods, stationery and foreign goods, fine art, haberdashery, beads, perfumery, Bohemian, French and flint glass and china, musical instruments, toys and games', in the 1872 edition of their catalogue. The range listed above is wide enough to be able to study and draw some conclusions about their target market. Even though price lists did not survive, we can tell that the clientele was the "fairly wealthy middle class". (Bosomworth, 1991, p6) While this can be seen through elaborate sections of items such as silver, cutlery and china, it can also be seen through the detail of the artistic impressions of the items. (Fig. 5) Illustrators would have worked for the company or printer and each image is fully illustrated to great detail, being as realistic as possible. Also, "considerable thought has been given to the layout of each page, to make the displays look inviting". (Bosomworth, 1991, p10) This is quite true. None of the pages are cluttered. Adequate spacing is given to each item so that your attention is not drawn away by another item on the page. If we see a page displaying 'English Toys', we begin to see a rough layout grid emerging. (Fig. 6) The layout consists of a four-column grid as illustrated. This page contains a lot of items but the layout gives order to this compact page making it less cluttered.

It is likely that customers were required to buy copies of catalogues "although priority and prestige customers might have been exempt from paying". (Bosomworth, 1991, p10) So as any other item listed, most of the toys advertised mainly through catalogues, were targeted at the middle class and upwards for who else would have been able to afford the catalogue, never mind the toys.

Toys were given as much detail as any other sections so therefore we can assume that toys were also directed at parents. Toys were even seen as objects of status. Therefore manufacturers knew also that they had another selling point.

...the first of the ...
...the second of the ...
...the third of the ...
...the fourth of the ...
...the fifth of the ...
...the sixth of the ...
...the seventh of the ...
...the eighth of the ...
...the ninth of the ...
...the tenth of the ...
...the eleventh of the ...
...the twelfth of the ...
...the thirteenth of the ...
...the fourteenth of the ...
...the fifteenth of the ...
...the sixteenth of the ...
...the seventeenth of the ...
...the eighteenth of the ...
...the nineteenth of the ...
...the twentieth of the ...
...the twenty-first of the ...
...the twenty-second of the ...
...the twenty-third of the ...
...the twenty-fourth of the ...
...the twenty-fifth of the ...
...the twenty-sixth of the ...
...the twenty-seventh of the ...
...the twenty-eighth of the ...
...the twenty-ninth of the ...
...the thirtieth of the ...
...the thirty-first of the ...
...the thirty-second of the ...
...the thirty-third of the ...
...the thirty-fourth of the ...
...the thirty-fifth of the ...
...the thirty-sixth of the ...
...the thirty-seventh of the ...
...the thirty-eighth of the ...
...the thirty-ninth of the ...
...the fortieth of the ...
...the forty-first of the ...
...the forty-second of the ...
...the forty-third of the ...
...the forty-fourth of the ...
...the forty-fifth of the ...
...the forty-sixth of the ...
...the forty-seventh of the ...
...the forty-eighth of the ...
...the forty-ninth of the ...
...the fiftieth of the ...
...the fifty-first of the ...
...the fifty-second of the ...
...the fifty-third of the ...
...the fifty-fourth of the ...
...the fifty-fifth of the ...
...the fifty-sixth of the ...
...the fifty-seventh of the ...
...the fifty-eighth of the ...
...the fifty-ninth of the ...
...the sixtieth of the ...
...the sixty-first of the ...
...the sixty-second of the ...
...the sixty-third of the ...
...the sixty-fourth of the ...
...the sixty-fifth of the ...
...the sixty-sixth of the ...
...the sixty-seventh of the ...
...the sixty-eighth of the ...
...the sixty-ninth of the ...
...the seventieth of the ...
...the seventy-first of the ...
...the seventy-second of the ...
...the seventy-third of the ...
...the seventy-fourth of the ...
...the seventy-fifth of the ...
...the seventy-sixth of the ...
...the seventy-seventh of the ...
...the seventy-eighth of the ...
...the seventy-ninth of the ...
...the eightieth of the ...
...the eighty-first of the ...
...the eighty-second of the ...
...the eighty-third of the ...
...the eighty-fourth of the ...
...the eighty-fifth of the ...
...the eighty-sixth of the ...
...the eighty-seventh of the ...
...the eighty-eighth of the ...
...the eighty-ninth of the ...
...the ninetieth of the ...
...the ninety-first of the ...
...the ninety-second of the ...
...the ninety-third of the ...
...the ninety-fourth of the ...
...the ninety-fifth of the ...
...the ninety-sixth of the ...
...the ninety-seventh of the ...
...the ninety-eighth of the ...
...the ninety-ninth of the ...
...the hundredth of the ...

This was that not only would parents purchase a toy because of its suitability but also as a token of their wealth. Through catalogues we now start to see the beginning of advertising and marketing. Design was becoming an important factor in the business of manufacturing and selling.

We have established that designed was largely aimed at to the middle classes, anxious to spend their income as a way of establishing status. Within the middle classes differentiation in design began to feature in catalogues. This began with distinctions being made in products sold to women and men. This can be illustrated through objects such as pocket knives. (Fig. 7) This product, having one basic function, was designed to appeal to different aspects of the market in terms of styling. Handles were designed in different sizes, made of different materials and then marketed as pocket knives for men, and pocket knives for ladies. (Forty, 1986, p62)

Distinctions between adulthood and childhood were also important. As we know, items such as crockery and furniture like any other childrens' product, "would rarely, if ever, have been bought by children themselves, and their appearance must have had less to do with childrens' own desires than with adults' wishes to perceive childrens' needs as unlike their own." (Forty, 1986, p67)

Initially items such as these were miniature versions of, say adults' furniture such as chairs. Nevertheless in tandem with the emerging opinion of the importance of play, animals such as rabbits and bears which were anthropomorphised were used in china and crockery. (Fig. 8) This could even be seen in advertisements for children such as in the Heals Catalogue where nursery furniture is advertised using a bear sitting at the table. (Fig. 9) Also in an advertisement for Gamage's Interlocking Building Blocks, from around the turn of the century, boys are illustrated constructing the toys. This advert has a very long-winded testimony proving its worth to parents, and the image represents the correct behaviour for boys and not for girls as perceived at that time. These symbols were perceived as appropriate images of childish qualities, which relayed adults' perception of childish behaviour. These perceptions were of childish innocence and of the proper behaviour expected of children at the time.

1. The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the history of the United States is a complex and varied one, and that it is necessary to study it from many different angles in order to gain a complete picture of it.

2. The second part of the paper discusses the role of the government in the development of the United States. It is argued that the government has played a crucial role in the development of the country, and that it is necessary for the government to continue to play this role in the future. The author points out that the government has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

3. The third part of the paper discusses the role of the individual in the development of the United States. It is argued that the individual has played a crucial role in the development of the country, and that it is necessary for the individual to continue to play this role in the future. The author points out that the individual has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

4. The fourth part of the paper discusses the role of the state in the development of the United States. It is argued that the state has played a crucial role in the development of the country, and that it is necessary for the state to continue to play this role in the future. The author points out that the state has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

5. The fifth part of the paper discusses the role of the nation in the development of the United States. It is argued that the nation has played a crucial role in the development of the country, and that it is necessary for the nation to continue to play this role in the future. The author points out that the nation has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

6. The sixth part of the paper discusses the role of the world in the development of the United States. It is argued that the world has played a crucial role in the development of the country, and that it is necessary for the world to continue to play this role in the future. The author points out that the world has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

7. The seventh part of the paper discusses the role of the future in the development of the United States. It is argued that the future has played a crucial role in the development of the country, and that it is necessary for the future to continue to play this role in the future. The author points out that the future has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

8. The eighth part of the paper discusses the role of the past in the development of the United States. It is argued that the past has played a crucial role in the development of the country, and that it is necessary for the past to continue to play this role in the future. The author points out that the past has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

9. The ninth part of the paper discusses the role of the present in the development of the United States. It is argued that the present has played a crucial role in the development of the country, and that it is necessary for the present to continue to play this role in the future. The author points out that the present has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

10. The tenth part of the paper discusses the role of the future in the development of the United States. It is argued that the future has played a crucial role in the development of the country, and that it is necessary for the future to continue to play this role in the future. The author points out that the future has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

According to Adrian Forty, (1986, pp70-71), the choices of animals used “to distinguish children’s utensils” were as a result of the sentimental visions of innocence which were extremely important to the Victorian middle classes.

At the turn of the century as attitudes towards children began to change and as children began to have more input in the choosing of products, there were now more distinctions in the market and therefore more differentiation in design terms. As the target market was beginning to change, parents were no longer the prime target. Children were no longer grouped as just children anymore. They were now being seen as children who wanted to play with different things, be they educational, non-educational, or items that would be age or gender-orientated.

From the turn of the century, advertising kept growing as competition became stronger. Obviously each product had to be shown to be better than the next, but as machinery got better and materials got cheaper, the quality alone could not be relied upon as much. In chapter 1 we saw how the sales of bricks made by the ‘Primo Rubber Company’ ceased because of competition. People were starting to get excited by the next ‘new thing’ to come on the market. New strategies were quickly needed and marketing was now beginning to really take its role. Companies started to realise the importance of finding specific details of their target group to increase sales. Details such as what attracted them, how colours affected people in different ways, typography and layout became important factors in selling products.

How commercialism affects children

While further differentiations in design developed, the mediums available were also expanding. The advent of television in the 1950s brought a new dimension to advertising towards children. Advertisers had a new medium to use. There were now greater distinctions in childhood as now the new fashion or fad was beginning to sell products. In the 1950s, the ‘yo-yo’ and Barbie became particularly prominent in advertising campaigns. (Fig. 10) In accordance to ‘faddish’ products, the ‘yo-yo’ has made brief appearances since the 1950s but

quickly disappears again. This fad has re-emerged in the last two decades when endorsed with well known popular brands, i.e. Coca-Cola/ Fanta in the 1980s and Opal Fruits/Skittles in the 1990s.

“Packaging should reflect and help to create consumer attitudes towards the product, so consumer research and testing plays an important part in establishing the image of the product”. (Linton, 1988, p22) When a customer wishes to purchase a product, usually they cannot test the product before they purchase. All a person has to rely on is the appearance and comparisons will be made with other products and brands. Hence the part the packaging plays in the selling of the toy is regarded as being particularly important.

Doreen Chetwood (1982, p77), asked a series of questions in relation to how we may go about buying a suitable toy for children. They were as follows: “Note the packaging and presentation of toys. Is it attractive? Do you like it? What is it that attracts your attention? What is inside the pack? Would you have wanted to buy the contents if they had been sold unpacked?” This final question alludes to a very relevant point in terms of this study. Would we buy the same product if the product were left to sell itself? The answer is probably not. These questions could have been used in relation to any product, not just toys. We must rely on the packaging because we do not have a whole lot else to rely upon. “The related arrangements of line, form and colour-arrangements which will induce intellectually or emotionally, subconsciously, certain definite sensations”. (Linton, 1988, p36)

Differentiation within the Market

Research into children's toys has shown a shift in the target group. In the previous chapter we saw how parents were targeted. Now we know that this has transferred radically to the child himself. The challenge now for companies according to Jane Lewis is to “create and package products which will capture the young minds and their parents' pocket”. The best way to examine this is to look at some of the top

toy companies who must reach this balance in order to succeed in this industry today.

Depending on the target group, different strategies must be used. Hasbro, Mattel and LEGO are leading names in the toy industry, using different strategies. Within the childhood market, target groups can vary. Toys have different functions, and different age groups play with different things. Advertising toys for children under the age of about three or the pre-school market are directly targeted at parents. The emphasis of the packaging is on what the product actually does. This is straightforward enough. In fact it is similar to the methods used in design during the 19th century, when parents always decided on a suitable toy for their child. Here, once again, the package is designed to prove the worthiness of the toy to the parent, particularly in relation to the child's physical and mental development.

From this stage on the strategy starts to change. Products for older children begin to be targeted directly at them. The power of persuasion is very strong for children, so the aim of each company is to make sure they target the right group.

Branding is a very important factor of toy manufacturing. Children recognise branding much more than their parents. They are more visually literate, even if they cannot read. Even as they get older, imagery is still more important than words. LEGO, Barbie, (manufactured by Mattel) and Action Man (by Hasbro) are all familiar brand names especially to children. They have all maintained a top position in the market for many years. These products all have an element of nostalgia on the part of parents. Many of today's parents played with these toys in their own childhood, and wish to transfer their own 'happy' memories to their children's lives.

Companies must make sure their product will appeal to children. "Kids are the most discriminating target market to whom you can sell". (Townsend, 1996, p30) Children just want to know 'can I have fun with this toy?'. Different strategies can clearly be illustrated through popular toys such as dolls (Barbie, Cindy etc.) and constructional toys (Meccano, LEGO etc). Obviously Barbie's

[The text on this page is extremely faint and illegible. It appears to be a multi-paragraph document, possibly a letter or a report, with several lines of text visible across the page. The content cannot be transcribed accurately.]

target group is girls and girls are still associated with pink. Companies still insist on directing design to different genders as blatantly as this. This also plays on the 'norm' of what is right for girls and what is right for boys. Generally the rule is that fathers would not approve of boys playing with dolls while it is presumed that girls will play with dolls. Although according to Carole R. Beal (1994, pp72-73) in an experiment to test this theory, not as much negative response is given when girls were found to play with gas stations, which would predominantly be perceived as a boys activity.

The advertising of Barbie and of course the product itself provoke dreams of being older and having things such as houses, cars and even boyfriends. Barbie is the type of 'woman' that every girl wants to be. She is stereotypically blonde, slim, good-looking and owns everything a girl could ever want to possess. She is never put in a working class setting and never has any disabilities. This make-believe adult world is emphasised even more by the way her name is written. As we can see in Fig. 11, it is like her own very stylised and very adult signature. The design of a product can also be used as part of the advertising campaign. The appeal of Barbie's shape has led to her popularity with an unrealistic size and figure. Recently many people are trying to remove the social need to be slim. We are starting to see fuller sized models on the catwalks. Soon Barbie will be available with a wider waist and more realistically proportioned chest and hips. The company is trying to change her body shape to make her more attractive in terms of the current trend.

Up to the 1940s and 1950s Meccano and Airfix were very popular constructional toys. Airfix made plastic model airplanes and Meccano was very popular among budding engineers. (Fig 12) These toys were directly targeted at boys. Now Meccano is making a reappearance onto the market. The product still seems to be directed at boys. By looking at an advertisement for Meccano Junior we can clearly see this. (Fig 13) First of all it is a boy playing with the toy in the photograph. The dominant colour is blue including the boys tee-shirt, in contrast to Barbie where pink is used. Then the quote "Hands off Dad, it's mine, I built it!" completely illustrates the intended market. This conveys the popular belief of

...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...

Dad showing the child in himself who consequently takes over his son's train-sets, building sets and so on. Meccano also have a great following among budding engineers, and was listed in the Design Index, which proves its worth as a well designed construction toy. This construction toy has been popular for its realistic nature introducing 'young engineers' to the elements of mechanics in building. The comparison of these advertisements points towards the consistent emphasis placed on existing gender stereotypes to sell a range of different types of toys to both children and their parents.

Barbie has a very specific target group. Also, through television young girls are becoming more image aware and materialistic. Barbie responds to the current trends and fashions. Even during the 1960s this method of selling has been used. Fig. 14 shows a spread from "50s and 60s Style", (Peel, Powell, 1988, pp62-63), illustrating the fashion look of the time and Barbie is included as part of the spread, modeling the current fashion. In fact Barbie could easily be mistaken for advertising clothes instead as been advertised as a toy, proving her image as an icon for an ideal adulthood. Barbie's equal, Action Man, appeals to the market through the perception that boys like action and anything that is not pink. While these 'manly' elements never change, Action Man is still being redesigned, losing the military image and becoming more involved in outdoor activities such as canoeing and mountaineering apparently responding to social pressures. (Townsend, 1996, p32)

Television is a very efficient medium. Many people may argue that this sort of advertising is unhealthy and immoral. In 1997 as the Christmas season approached, Irish filmmaker Mr. Bob Quinn suspended his membership from the RTE advertising authority until after Christmas. He took this action "in protest at what he described as the 'frenzy' in the run-up to Christmas." (Mac Dubhghaill, 1997, p2) This panic before Christmas does seem to be getting worse but many people are quick to blame television. As we now know, children have been playing with what are essentially the same toys for many years and we now know how important they are in a child's development. Television is just a medium used to sell a product, just like catalogues and posters were used before.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the document outlines the specific procedures for recording transactions. It details the steps involved in the accounting cycle, from identifying the transaction to posting it to the appropriate ledger account.

3. The third part of the document discusses the importance of internal controls. It explains how internal controls can be designed to minimize the risk of error and fraud, and how they can be used to ensure the accuracy of the financial statements.

4. The fourth part of the document discusses the importance of external audits. It explains how external audits can provide an independent assessment of the accuracy and reliability of the financial statements, and how they can be used to identify areas for improvement.

Advertising is effective when knowing the best medium to use. As television increasingly becomes part of children's lives, it is the logical step to use the power of television. For the manufacturers, television is a particularly suitable medium for targeting children, given that it is based on direct visual and audio communication rather than reading, for example, and features a series of exciting and moving images. Quite simply, the method is understanding the target, and then exploiting the medium.

It would seem that the 19th century differentiation between markets, which included the differentiation between products for children and those for adults, has continued to grow. It is now possible to identify different markets within the target market for children. This is manifested through both the product itself and the method used to advertise it.

The advertising medium has changed considerably and the actual methods employed to sell products have also. Parents are still targeted as their approval is still needed in order to sell the product but now as children have more power in persuasion, advertisers must also market their product to the correct target group within childhood. Increasing differentiation between the toys themselves and more group distinctions within the target group has resulted in manufacturers and advertisers placing emphasis on more time analysing their target market. As the distinctions in the market increase and as competition grows, the importance of research, marketing and advertising increases.

Chapter 3: LEGO

'A Product, An Idea'

Many factors have led to the position that LEGO hold today. This company is one of the top ten toy manufacturers in the world today. The company has always taken play seriously, their aim not necessarily to be the biggest, but the best in the business.

Ole Kirk Christiansen opened his own toy manufacturing company in 1932, the same year that Franklin D. Roosevelt spoke the words "In the future we must think less of the producer and more of the consumer". Ole Kirk Christiansen had initially made toys out of wood for his sons after he had been made redundant. Initially seven workers were employed at the Billund workshop in Denmark, making high quality wooden toys including stacking and building bricks. Being a carpenter Christiansen also initially manufactured stepladders and ironing boards but quickly enough the company concentrated solely on toys. LEGO became the new brand name for the company and its toys in 1934. The name was contracted from the words 'leg godt' which means 'play well'. Coincidentally the word LEGO was later found out to mean 'I study', 'I put together' in Latin. 'Only the best is good enough' has been their motto since the mid 1930s and LEGO have striven to maintain this quality ever since.

In 1942, the LEGO factory burnt down, but production of wooden toys quickly resumed. By 1947, LEGO were the first Danish company to buy a plastics injection-moulding machine. Addition to wooden toys, LEGO now manufactured toys from plastics such as dolls, cars and animals such as the fish shown in Fig. 15 where we can see a plastic model based on the original version. As well as these, the familiar building bricks were also being manufactured in plastic. Just a couple of years later the forerunner of the LEGO brick proper was launched. Initially launched as 'Automatic Binding Bricks' their name was later changed to 'LEGO

Mursten', ('LEGO Building Bricks'). (Fig. 16) The importance of the LEGO brand name was now starting to play its part. However these bricks did not sell very well, since their use was limited, being useful only to build walls and houses. These bricks consisted of the rows of studs we are familiar with but did not have anything to clutch to on the underneath of the brick as can be seen in Fig. 17.

In 1954 the Danish company realised its future could succeed by concentrating on the development of LEGO Building Bricks. In 1955 'The LEGO System of Play' was launched. (Fig. 18) This contained small cars, the LEGO building bricks, and town road maps made from cardboard. This product was developed over the next few years, and in 1958 came the real turning point. LEGO's goal was to improve the clutching power and the solution was found when Godtfred Kirk Christiansen, Ole's son, invented the tubes inside the bricks. (Fig. 19) Both Ole and Godtfred never received any formal training in design. These tubes gave a strong clutching power, and new construction opportunities compared to the bricks being restricted to being stacked upwards.

In 1960 after the wooden toy warehouse was destroyed by fire, production of all wooden toys ceased. The company concentrated its efforts on the the development, manufacturing and marketing of LEGO bricks. In the 1960s new elements were added such as the wheel (Fig. 20), the first train, with rails and the Duplo brick was launched in 1969. Earlier in the decade cellulose acetate was replaced by ABS (acrylonite butadiene styrene) which gave the bricks more stability and better colour quality. The LEGO Duplo brick was designed for small hands, with bigger bricks and bigger studs. (Fig. 21) It was designed so that it could be connected to the original 8-stud brick. From this point on, the idea stemming from the original 8-stud brick has constantly been exploited. The concept has led to the development of many new elements and play themes and has led to the constant broadening of the company's product range. The basic guideline for all designs is that 'new LEGO components have to fit with all existing components'. (Walsh, Roy et al, 1992, p214)

Today LEGO never cease to discover new ideas and improve on that. They also stress the importance of listening to children and learning from them.

The first of these is the fact that the
the second is the fact that the
the third is the fact that the
the fourth is the fact that the
the fifth is the fact that the
the sixth is the fact that the
the seventh is the fact that the
the eighth is the fact that the
the ninth is the fact that the
the tenth is the fact that the
the eleventh is the fact that the
the twelfth is the fact that the
the thirteenth is the fact that the
the fourteenth is the fact that the
the fifteenth is the fact that the
the sixteenth is the fact that the
the seventeenth is the fact that the
the eighteenth is the fact that the
the nineteenth is the fact that the
the twentieth is the fact that the
the twenty-first is the fact that the
the twenty-second is the fact that the
the twenty-third is the fact that the
the twenty-fourth is the fact that the
the twenty-fifth is the fact that the
the twenty-sixth is the fact that the
the twenty-seventh is the fact that the
the twenty-eighth is the fact that the
the twenty-ninth is the fact that the
the thirtieth is the fact that the
the thirty-first is the fact that the
the thirty-second is the fact that the
the thirty-third is the fact that the
the thirty-fourth is the fact that the
the thirty-fifth is the fact that the
the thirty-sixth is the fact that the
the thirty-seventh is the fact that the
the thirty-eighth is the fact that the
the thirty-ninth is the fact that the
the fortieth is the fact that the
the forty-first is the fact that the
the forty-second is the fact that the
the forty-third is the fact that the
the forty-fourth is the fact that the
the forty-fifth is the fact that the
the forty-sixth is the fact that the
the forty-seventh is the fact that the
the forty-eighth is the fact that the
the forty-ninth is the fact that the
the fiftieth is the fact that the
the fifty-first is the fact that the
the fifty-second is the fact that the
the fifty-third is the fact that the
the fifty-fourth is the fact that the
the fifty-fifth is the fact that the
the fifty-sixth is the fact that the
the fifty-seventh is the fact that the
the fifty-eighth is the fact that the
the fifty-ninth is the fact that the
the sixtieth is the fact that the
the sixty-first is the fact that the
the sixty-second is the fact that the
the sixty-third is the fact that the
the sixty-fourth is the fact that the
the sixty-fifth is the fact that the
the sixty-sixth is the fact that the
the sixty-seventh is the fact that the
the sixty-eighth is the fact that the
the sixty-ninth is the fact that the
the seventieth is the fact that the
the seventy-first is the fact that the
the seventy-second is the fact that the
the seventy-third is the fact that the
the seventy-fourth is the fact that the
the seventy-fifth is the fact that the
the seventy-sixth is the fact that the
the seventy-seventh is the fact that the
the seventy-eighth is the fact that the
the seventy-ninth is the fact that the
the eightieth is the fact that the
the eighty-first is the fact that the
the eighty-second is the fact that the
the eighty-third is the fact that the
the eighty-fourth is the fact that the
the eighty-fifth is the fact that the
the eighty-sixth is the fact that the
the eighty-seventh is the fact that the
the eighty-eighth is the fact that the
the eighty-ninth is the fact that the
the ninetieth is the fact that the
the ninety-first is the fact that the
the ninety-second is the fact that the
the ninety-third is the fact that the
the ninety-fourth is the fact that the
the ninety-fifth is the fact that the
the ninety-sixth is the fact that the
the ninety-seventh is the fact that the
the ninety-eighth is the fact that the
the ninety-ninth is the fact that the
the hundredth is the fact that the

They seem not to rely on the adult perception of childish behaviour. However they do seem to combine both these methods when marketing their toys. LEGO believe that “inspiration from the world around us, from children, their parents and teachers, is what shapes new LEGO products”. (LEGO Group, 1997, p8) By doing this, LEGO find out what children will enjoy playing with and what parents are willing to buy.

LEGO have a highly selective process of choosing the toys that will eventually hit the market. Every LEGO product must reach certain requirements before it can be approved for sale. Good toys stimulate ‘experience of shape and colour’, ‘development of motor skills’, new ideas through new combinations’, the ‘development of impressions and new ways of interpreting things’ and ‘the sum of all these factors’. (LEGO Group, 1997, p9) (Fig. 22) By the time a LEGO product reaches the market the designers must be satisfied, it has been tried out by children, and LEGO technicians have approved its quality and safety.

LEGO know that marketing, advertising and selling are of course just as important as product development and manufacture. Keeping up with other manufacturers of branded goods, they are more actively involved with their retailers worldwide, with presentation becoming increasingly important. (Fig. 23)

LEGO market their products through package design, national and international advertising campaigns and by participation in frequent promotional activities, large and small. While the goal is to sell products, marketing contributes to the maintenance and development of the company’s image.

It is important to enable consumers to recognise the product by distinguishing the brand from imitations. So to achieve this, LEGO products have a homogenous appearance throughout. Not only is packaging used to store and protect, but also to display trademarks and product names to ensure they are easily recognised.

Today LEGO is still a family-owned business with its headquarters in Denmark. The group has approximately 9,000 employees in 50 companies in 29 countries all over the world. They have been developing, manufacturing and

marketing toys for over 60 years and are now the only European company among the world's top ten toy manufacturers.

The framework of this organisation works on a system of commitment and responsiveness to the markets needs. By using this approach LEGO can ensure customer satisfaction in its quality in relation to its price.

Chapter 4: Advertising LEGO

Differentiation in design relates to many aspects of a product. Decisions must be made as to the design of the product and the way in which it is presented. As we know, companies must target children in different ways in order to market their product successfully.

We now know how the LEGO group established itself. This chapter will discuss the qualities of the products and their marketing strategies that have led to their success. These will be discussed in relation to points previously discussed. By doing this I hope to establish how the company realises its target group and successfully competes against other large brand names already mentioned. Also I will compare the strategies used by LEGO with other toy manufacturers who have not been successful and see if these are a relevant factor.

As a constructional toy LEGO has succeeded the likes of Meccano and Airfix which would have been direct rivals. LEGO has also maintained a firm position among the top brand names such as Hasbro and Mattel, which are the most successful companies in the business. LEGO's success can only be achieved by thorough research, testing and an understanding of the needs of children of all ages. Differentiation in design means that a product is adapted to suit a particular target group. So by looking at LEGO's approach to design we can see how they succeed or fail against other toys in the market.

The Role of the Product

First of all LEGO always appreciated early educational theories by insisting on looking at things from a child's perspective. They knew that children already

know what they want to play with. LEGO realised who they truly were selling their products to. With regard to building blocks, LEGO did not invent any type of original concept. They believed in quality, their motto being 'Only the best is good enough'. LEGO developed at a time when parents believed in the importance of educational toys, as discussed previously, so the group had a sound basis for selling their product. We already know from chapter 1 that interlocking bricks were not a LEGO invention. Still, older uses of the clutch principle were very rigid and did not give way to imagination or variability. LEGO were not even the forerunners of the introduction of the use of plastics. Bayco, makers of building toys dating from the 1930s, used panels of plastic, which slid down between metal scaffolding.

So if LEGO were not innovators in terms of their product, how have they gained and maintained their current position as leaders of their field. According to Clive Nicholls in *The Art of LEGO*, (Clwyd County Council, 1988, p32), there are three main reasons for the continued success of LEGO. Firstly, just the very nature and popularity of building bricks which goes back for years and is beyond 'fad or fashion'. Secondly is the intention of LEGO to provide a "brick which will meet the basic need by being strong, colourful, simple to use and infinitely variable in its permutations". Finally, by retaining their principles of versatility and insuring each part fits correctly, they also constantly update and diversify products, and so continue to hold fresh appeal. LEGO combined all the elements of popular toys and improved on this. Unlike many other constructional toys, they also took their brick one step further than most. They have targeted their bricks to boys and girls unlike toys such as Meccano, whose success did not last and who only targeted boys. So do these three principles really work and apply to LEGO? It seems that they do, as we will see when the points are discussed in more depth.

Capturing the Young Minds

Building bricks were becoming increasingly popular before LEGO came on the market. Competition was also starting to grow. Building bricks help a child to

learn to think and work problems out. This can happen in several different ways as illustrated in *The Art of LEGO*. (Clwyd County Council, 1988, p10) The first is imitation, where the child copies the instructions, or even, I believe, the picture on the box. This would strongly apply to the design of LEGO boxes. It seems that LEGO's packaging has not changed much over the years in its layout. You can see this through one of the earlier boxes designed in 1955, (Fig. 19) against one of the more recent designs for LEGO Technic. (Fig. 24) In each, the box is divided into two strong rectangular shapes and the product itself is clearly illustrated. The image shows exactly what can be made. While saying that the basic layout and design has not changed much over the years, this is not to say that LEGO do not put careful thought into their packaging. The "problem in design and innovation of identifying what the customer wants...in product planning, decisions are made about whether or not to develop new ideas to exploit market opportunities or to modify existing products to penetrate further a given segment".(Walsh, Roy et al, 1992, p12) Through marketing, LEGO find out more about their retailers and of course their customers. LEGO packaging "must show the sets contents" and "what can be built with it".(LEGO Group, 1997, p21) Obviously a lot of time and consideration is spent on the photography of the product. The angle and position shows the product and small details very clearly and sets it in context for example each box illustrates a new world for the child to build in his/her imagination. The cover of the box can be understood as a response to children wanting to imitate. It also lets parents see exactly what they are buying for their child.

The second point in which bricks help a child to think is through problem solving. This is when a child knows what he wants to build, whether it is a house, or a boat etc., he/she then has to work out how to go about achieving this. LEGO is ideal for this because of the versatility of the bricks. The child does not need to worry about their building coming crashing down around them when it's nearly finished. They can just concentrate on the job at hand.

The third point is improvement. Once something is made, the child achieves greater satisfaction if they can improve on it by alterations or simplifying their construction. LEGO has countless ways of modifying any of their products.

the first of these is the fact that the
the second is the fact that the
the third is the fact that the
the fourth is the fact that the
the fifth is the fact that the
the sixth is the fact that the
the seventh is the fact that the
the eighth is the fact that the
the ninth is the fact that the
the tenth is the fact that the
the eleventh is the fact that the
the twelfth is the fact that the
the thirteenth is the fact that the
the fourteenth is the fact that the
the fifteenth is the fact that the
the sixteenth is the fact that the
the seventeenth is the fact that the
the eighteenth is the fact that the
the nineteenth is the fact that the
the twentieth is the fact that the
the twenty-first is the fact that the
the twenty-second is the fact that the
the twenty-third is the fact that the
the twenty-fourth is the fact that the
the twenty-fifth is the fact that the
the twenty-sixth is the fact that the
the twenty-seventh is the fact that the
the twenty-eighth is the fact that the
the twenty-ninth is the fact that the
the thirtieth is the fact that the
the thirty-first is the fact that the
the thirty-second is the fact that the
the thirty-third is the fact that the
the thirty-fourth is the fact that the
the thirty-fifth is the fact that the
the thirty-sixth is the fact that the
the thirty-seventh is the fact that the
the thirty-eighth is the fact that the
the thirty-ninth is the fact that the
the fortieth is the fact that the
the forty-first is the fact that the
the forty-second is the fact that the
the forty-third is the fact that the
the forty-fourth is the fact that the
the forty-fifth is the fact that the
the forty-sixth is the fact that the
the forty-seventh is the fact that the
the forty-eighth is the fact that the
the forty-ninth is the fact that the
the fiftieth is the fact that the
the fifty-first is the fact that the
the fifty-second is the fact that the
the fifty-third is the fact that the
the fifty-fourth is the fact that the
the fifty-fifth is the fact that the
the fifty-sixth is the fact that the
the fifty-seventh is the fact that the
the fifty-eighth is the fact that the
the fifty-ninth is the fact that the
the sixtieth is the fact that the
the sixty-first is the fact that the
the sixty-second is the fact that the
the sixty-third is the fact that the
the sixty-fourth is the fact that the
the sixty-fifth is the fact that the
the sixty-sixth is the fact that the
the sixty-seventh is the fact that the
the sixty-eighth is the fact that the
the sixty-ninth is the fact that the
the seventieth is the fact that the
the seventy-first is the fact that the
the seventy-second is the fact that the
the seventy-third is the fact that the
the seventy-fourth is the fact that the
the seventy-fifth is the fact that the
the seventy-sixth is the fact that the
the seventy-seventh is the fact that the
the seventy-eighth is the fact that the
the seventy-ninth is the fact that the
the eightieth is the fact that the
the eighty-first is the fact that the
the eighty-second is the fact that the
the eighty-third is the fact that the
the eighty-fourth is the fact that the
the eighty-fifth is the fact that the
the eighty-sixth is the fact that the
the eighty-seventh is the fact that the
the eighty-eighth is the fact that the
the eighty-ninth is the fact that the
the ninetieth is the fact that the
the ninety-first is the fact that the
the ninety-second is the fact that the
the ninety-third is the fact that the
the ninety-fourth is the fact that the
the ninety-fifth is the fact that the
the ninety-sixth is the fact that the
the ninety-seventh is the fact that the
the ninety-eighth is the fact that the
the ninety-ninth is the fact that the
the hundredth is the fact that the

This is because of the simple structure of the basic eight stud brick. All bricks fit together in any combination regardless of size. Another great marketing ploy is through their encouragement of this. LEGO run competitions for people of all ages, particularly for children. In their club magazines, children are asked in each edition to send in pictures of their own constructions. This will perhaps sell even more LEGO to those who already possess some. So in some ways children are now used to sell to children. Children see what someone else has made and want to do the same themselves. This of course goes back to the point of imitation. Improvement encourages children to think by helping them to look at something and seeing how they can make it better.

The final point with regard to learning to think is of course play. The most important function of toys and the most important thing to children is play. This is through creative exploration of bricks. In 'A Product An Idea', LEGO say that "Children use play to develop their natural resources- senses, dexterity, emotions, imagination, intellect, language etc."(LEGO Group, 1997, p7) Play value is very important to LEGO. This can be measured through the length of time a child plays with something. Also "parents and other adults appear to be prepared to pay high prices for toys that keep children amused for a long time". (Walsh, Roy et al, 1992, p83) As long as the child's imagination stays active, they are having fun. LEGO realise this and achieve this by continually developing new products. Based on "both creative design staff and extensive marketing research and consumer testing", LEGO put considerable effort into product development. (Walsh, Roy et al, 1992, p100) LEGO replace about a third of their product range each year. This constantly keeps children's interest up. It should be said here why LEGO use themes in their ranges. When the patency for the LEGO brick ran out a few years ago, LEGO had to devise a way of competing with imitation bricks. They seem to counteract this problem by constantly developing theme ranges. So as a product by another manufacturer pushes onto the market, LEGO responded by bringing a new theme out. This increases new interest in customers while also maintaining their predominance in the market.

Targeting Parents

I have explained the different ways that bricks help children to think, showing why bricks are popular. Through these points it can be seen how LEGO seem to have played on this popularity and acted on that, which is one reason for their success. They have researched and understand how children like to play and learn.

Now I will discuss the second reason, which is LEGO's intention to provide a "brick which will meet this basic need by being strong, colourful, simple to use and infinitely variable in its variations". In the mid 1960s, LEGO replaced cellulose acetate with ABS (acrylonitrile butadiene styrene) plastic. This led to bricks being more stable and being of better quality. Colour of course is very important to children and is an important factor in LEGO bricks. The bricks use strong primary colours; red, yellow and blue as well as strong green, black and white. By looking at Lego's packaging and advertisements you can see this importance and how well they use it. From looking at two advertisements for LEGO Duplo sets, (Fig. 25), (Fig. 26), very bold, bright colours are seen to be used. Even the clothes that the children are wearing are very colourful. LEGO actually have their own range of children's clothes out now. With regard to their clothes, LEGO still manage to bring an element of their bricks into the catalogues of their clothes. The cover of the January '98 catalogue uses the shape of the studs from their bricks embossed through the front cover. (Fig. 27) This would activate a child's sense of touch and so appeal to parents because of this. In the Duplo advertisements already mentioned, colours are utilized very well. The strong blue background of one image and the green background of the other highlight the products very well. These colourful backgrounds together with the colours of the clothes illustrate another aspect. Because the colours are so strong, flat and bold, even the clothes worn by the children give the picture a sense of being an image of cutout shapes and colours. Children love cutting out shapes and making images from them. These adverts are about innocence and play and therefore selling the idea of 'childhood' to adults. This draws on the theory of the adult perception of childish behaviour used extensively to sell products in the 19th century. So this

would enhance the appeal of the advert. This also works well with the typography use, for example, the use of cutout-type letters, with rigid and block shapes imitating a childish hand. Even on the covers of the boxes shown at the bottom corner of the adverts, (Fig. 26(a)) you can see that the background setting is made of simplified shapes that could be cutout, such as the cloud in the LEGO Duplo Farm Set. The LEGO logo is set at the bottom right-hand corner of the box in a prominent position. The dominant colour is red, a neutral colour for boys and girls. The other colours are yellow, black and white.

Gender-Orientated Design

As already mentioned, one of the distinctions within the target group of children is gender. Many manufacturers firmly believe this. LEGO products are targeted both at boys and girls. Both sexes are used in their advertisements, the colours used are non-gender orientated, and the skills developed from playing with LEGO are useful to either sex. We know that Barbie is specifically targeted at girls and the methods used in design for this product solely target that group. Similar methods in design, however, do not always work. Meccano targeted their product specifically at boys. Only boys were used in their advertisements. But while using methods comparable to Barbie's this company could not survive in a very competitive market. One possible reason was their "failure to explore the possibility of potentially doubling their market by appealing specifically to girls".(Walsh, Roy et al, 1992, p85) What is interesting is that here we have two products, each specifically targeted to one sex. One succeeded, one did not. This could be explained by the different perceptions of what is right for girls and what is right for boys as discussed earlier. We saw how it was acceptable for girls to play with a 'boys toy' but not vice versa. So Meccano did not effectively find out who their true target could have been. Both LEGO and Barbie explored their target market to the full.

Achieving Brand Recognition

LEGOs present logo was designed in 1973. (Fig. 28) Shell, the well known oil company, has retained a colour scheme of yellow and red, which we are familiar with today. (Fig. 29) By making subtle changes to the design of the logo, the company has managed to keep their identity in the forefront of corporate design. Around the time that Lego's logo was designed these colours were very popular, springing from the Shell logo. A few successful companies adapted these colours such as LEGO and another well-known company, Macdonald's. It is hard to believe that Lego's logo was designed that long ago. It has not been altered or changed, adding to the familiar quality of the LEGO brick. The logo still looks modern and has held onto its freshness, while also becoming recognisable as a 'safe' company in which to entrust your child's development.

The colours used allude to the simplicity of the product. They illustrate how easy the bricks are to use. There is no fussiness or confusion about their advertising or packaging. LEGO stress the simplicity of their products. In fact it is only the child's own imagination that dictates how easy or difficult their construction will be. Even still, LEGO have developed bricks to suit children of all ages and capabilities, and adults with special needs.

Finally, LEGO has an limited opportunities for play. With about 500 different sets, any combination of these could build any world in a child's imagination. Also, amazingly just six of the original eight stud bricks of different colours can be put together in nearly 103,000,000 combinations. So the flexibility and colourfulness of LEGO lead to the appeal of the product, which lead to the success of LEGO. The basic Lego brick has remained unchanged and since all Lego elements are based on this design, the brick has become an icon for the company. Any LEGO product is instantly recognisable and therefore this familiarity of the shape can be used to sell the product. LEGO have exploited the design of the product as a means to advertise. The design is carried through to various mediums used in advertising. For example, their catalogue for clothes as already mentioned uses the shape of the studs on the bricks in the design of the

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1862.

2. The second part is a report from the Secretary of the Treasury, dated January 3, 1862.

3. The third part is a report from the Secretary of the Interior, dated January 3, 1862.

4. The fourth part is a report from the Secretary of the Navy, dated January 3, 1862.

5. The fifth part is a report from the Secretary of the War, dated January 3, 1862.

6. The sixth part is a report from the Secretary of the State, dated January 3, 1862.

7. The seventh part is a report from the Secretary of the War, dated January 3, 1862.

8. The eighth part is a report from the Secretary of the Navy, dated January 3, 1862.

9. The ninth part is a report from the Secretary of the War, dated January 3, 1862.

10. The tenth part is a report from the Secretary of the Navy, dated January 3, 1862.

11. The eleventh part is a report from the Secretary of the War, dated January 3, 1862.

12. The twelfth part is a report from the Secretary of the Navy, dated January 3, 1862.

cover. Also in all their advertising such as posters and package design the image always displays their product. Not only does this show the contents and what can be made, it also plays on the fact that LEGO bricks are already a design piece in themselves of various shapes and sizes. The bricks' range of colours makes them instantly noticeable. This highlights the familiarity of the brick as a symbol for their overall corporate image.

The final point in assessing the success of LEGO is by 'retaining their principles of versatility and ensuring each part fits correctly while still constantly updating products and diversibility through a long term programme, thus holding a fresh appeal'. Most of the point has already been discussed through the idea of bringing new ranges into the market, how bricks of all ranges and sizes fit together, and with all sorts of combinations that encourage children's imagination. LEGO have an extensive marketing and design crew. They employ, in house, about 100 people with talent as designers. However, while about two thirds are qualified in design or architecture, the rest have no design qualifications. They have taken on a baker, a salesman, anyone who proves to have a creative mind that they like. This range of backgrounds would lead to a diversity of ideas. LEGO also develop toys to meet the changing tastes of children. This would have lead to the demise of companies such as Meccano, who did not adapt their products in this way. Meccano failed to keep up with current trends in the market. "A lack of attention to design, innovation and market research can be fatal, given ever-changing markets and shifts in consumer tastes and preferences. Complacency and a failure continually to adapt, redesign and change threatens survival." (Walsh, Rot et al, 1992, p174)

LEGO spend a lot of time researching their market and are constantly updating their products. Through the years children are becoming more and more involved with technology. They have kept up to speed with this by bringing out ranges like LEGO Technic with refinements such as vehicles with four-wheel, space vehicles with fibre-optic light and electronic control systems that can programme the functions of the various models. There is also LEGO

Dacta, which is designed for schools and products that can be used through computers.

While introducing these new innovative products, a strong and familiar brand name is very important to maintain continuity among the ranges. Barbie is equally recognisable as a brand name but sells on a totally different plane. This company is selling a lifestyle derived from a notion of adult living. LEGO have quite a different approach. While their products are reproductions of the adult world, i.e. bricks, their function is quite different. LEGO toys are to stimulate. LEGO look at things from a child's point of view. Barbie seems to be a product of an idealised, adult perception of adulthood.

By looking at an advertisement for Gamage's Interlocking Blocks dated from the turn of the century (Fig. 30) and one of the LEGO posters already mentioned, (Fig. 26) we can see just how much advertising towards children has evolved. The Gamage advert concentrates mainly on the product with a fairly detailed artist's impression of the toy. The toy is not presented in any sort of context, failing to stimulate a child's imagination. Also, this advert still seems to rely on a long testimony proving itself to parents to sell itself. By looking at the LEGO advert it becomes apparent that the trend now is to show the product in a realistic context where the product is displayed among trees and clouds on the box. This satisfies both parent, by illustrating the toy clearly, and the child by stimulating their imagination in terms of creating their own 'real' world of their own. This is also strengthened by the fact that the child in LEGO's poster has stacked various pieces in no particular order showing that LEGO believe that children have a right to build worlds that are known to themselves alone. It is this attitude that has led to the success of LEGO and this attitude has come forth in their marketing campaigns.

One downfall that LEGO have in comparison to Barbie is that they do not hold a 'must have' quality that Barbie have, a response to children having what looks like a fantastic and fashionable thing. Also children when playing with LEGO, in order to create a new world only have to take their structure apart and build a new one. Children that play with Barbie on the other hand will usually

have to buy a new set to achieve this. Of course this would be of no bad consequence to the manufacturers.

LEGO sell their products in different environments, which can only help their sales. They sell the products to the child himself, the parent, through retailers, to teachers, guardians, through schools, play-groups, to artists, through competitions, and through leisure by theme parks and so on. "LEGO has been celebrated on stamps, in films, and unintentionally, by all who criticize modern architecture as 'LEGO buildings'. And it has the top endorsement in the world of leisure; its own theme park". (Glaskin, 1990, p127)

Conclusion

The gradual changing attitudes towards children led to a change in the targeting of children's toys. There was also a realisation of the importance of educational toys at this time. Initially toys were seen as either ways of learning skills using practical toys, conditioning children for a pre-determined adult-life or objects showing a family's wealth or status.

Educational toys became popular in accordance to changing attitudes, and encouraged children to develop and help influence them to find their own direction into adulthood. As educational toys, such as constructional toys, became more important, competition between manufacturers increased. This led to the importance of advertising and like any other product, toys needed to be advertised to compete against rivals in the market. Because of growing distinctions in the market, it was essential for companies to research their correct target market. Design changed to meet this need and to enhance their products to potential customers.

Pressure also increased for companies, with the introduction of television. This new medium brought with it new trends, fads and fashions. Companies now had to establish brand names to strengthen their products. At this time, people were more influenced by the outward appearance of a product, so brand names rendered familiarity to a product.

Children react favourably to brand names and easily distinguish genuine products to imposters and copycat products. This is because of their visual awareness and their interest in images rather than words.

Companies that establish brand names as well as continue to keep up with current trends seem to succeed comparably better in the toy industry. Examples of this are of course Lego and Barbie. Both have established very strong brand names and use this familiarity in their advertising. Both have easily recognisable advertising campaigns, and because both companies have built up the popularity

of their products, immediate interest is evoked in their potential customers wanting to see what the company can now offer them.

It is obvious that both companies have realised who their target markets are. They see the distinctions in the target group and the mediums used are designed to attract those specific target markets. For Barbie, whose target market are girls, the dominant colour is pink. The lifestyle that Barbie portrays is based on the dreams of young girls and how they wish their worlds to be when they grow up. LEGO have a very different target market. LEGO's popularity is based on children's basic desire to build. However with many other products offering the same function, they have had to realise the power of advertising. They use their products to sell, knowing the strength of the product as an image that has come to symbolise the essence of the company. They also compete with other rivals by constantly bringing out new products to suit all target groups. They make their products known by using nearly every medium possible such as posters, television, in club magazines and by organising events. While Barbie can use television effectively as she is comparable with many of the images on it such as personalities and fashionable programmes, which illustrate stylised lifestyles, LEGO counteract by advertising not only on television but also use various other means which have proved to be just as effective.

Today good advertising achieved by intensive research and marketing is essential for successful companies to remain in an ever-changing world. For a business to survive the many 'fads and fashions' that young people face, they must understand the market and be aware of trends in order to keep their products and designs up to date.

LEGO is an example of an educational toy that has met the basic principles of a successful product. Depending on the product, these principles may vary. As LEGO aim to market their products to all target groups they successfully combine most methods and principles with the necessary mediums, and maintain a dominant position in the toy manufacturing business.

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

BIBLIOGRAPHY

BARKER, DAVID, "Child's Play", Creative Review, Vol. 9, No. 7, July 1989, pp. 20-22.

BEAL, Carole R., Boys and Girls: The Development of Gender Roles, U.S.A., McGraw-Hill Inc., 1994.

BOSOMWORTH, Dorothy, The Victorian Catalogue of Household Goods, London, Studio Editions Ltd., 1991.

CHETWOOD, Doreen, Growing Up With Toys (Practical activities for childcare and development courses), London, Heinemann Educational Books, 1982.

CLWYD COUNTY COUNCIL, Art of Lego, Great Britain, S.G. Mason (Chester) Ltd., 1988.

FORTY, Adrian, Objects of Desire, Great Britain, Thames and Hudson Ltd., 1986.

GLASKIN, Max, "LEGO", Design, No. 500, August 1990, p. 127.

JONES, David, Toy with the Idea: Teaching Toys from the Collections of the Norfolk Museums Service, Norwich, Norfolk Museums Service, 1980.

KEVILL-DAVIES, Sally, Yesterday's Children, The Antiques and History of Childcare, England, The Antiques Collector's Club Ltd., 1991.

LEGO GROUP, A Product – An Idea, Denmark, The LEGO Group, 1997.

LEGO GROUP, Facts & Figures, Denmark, The LEGO Group, 1997.

LEGO GROUP, Play – children's most important work, Denmark, The LEGO Group, 1997.

LEWIS, Jane, "Toy Zone", Design Week, Vol. 12, No. 3, 24th Jan. 1997, pp. 21-23.

LINTON, Ian, The Business of Design, UK, Van Nostrand Reinhold, 1988.

MAC DUBHGAILL, Uinsionn, "RTE Advert 'Frenzy' Prompts Protest", The Irish Times, November 24, 1992, p. 2.

PEEL, L., & POWELL, 50s and 60s Style, London, Apple Press, 1988.

TOWNSEND, Chris, "Toy Story", Ads International, No. 30, Winter 1996, pp. 30- 32.

WALSH, ROY, BRUCE & POTTER, Winning By Design, Oxford, Design innovation Group, 1992.

PLATES

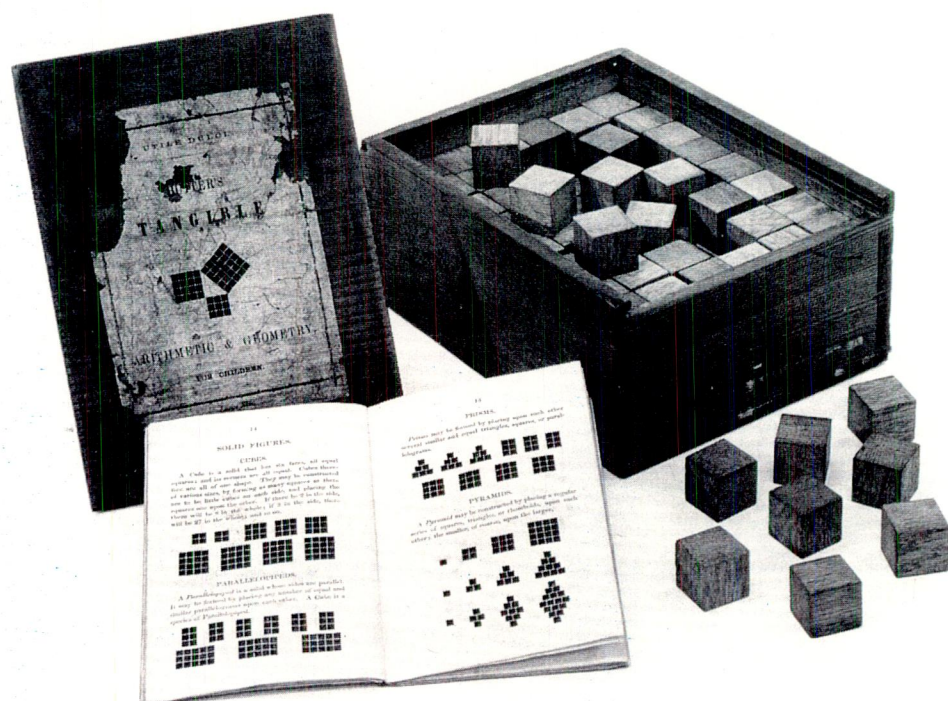


Fig.1. Butter's Tangible Arithmetic and Geometry for Children



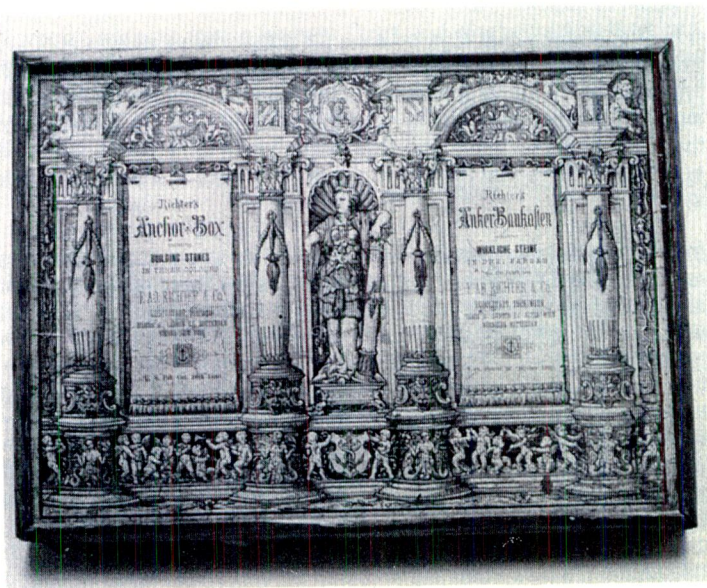


Fig. 2. Richter's Anchor Bricks (including detail of Box Lid)



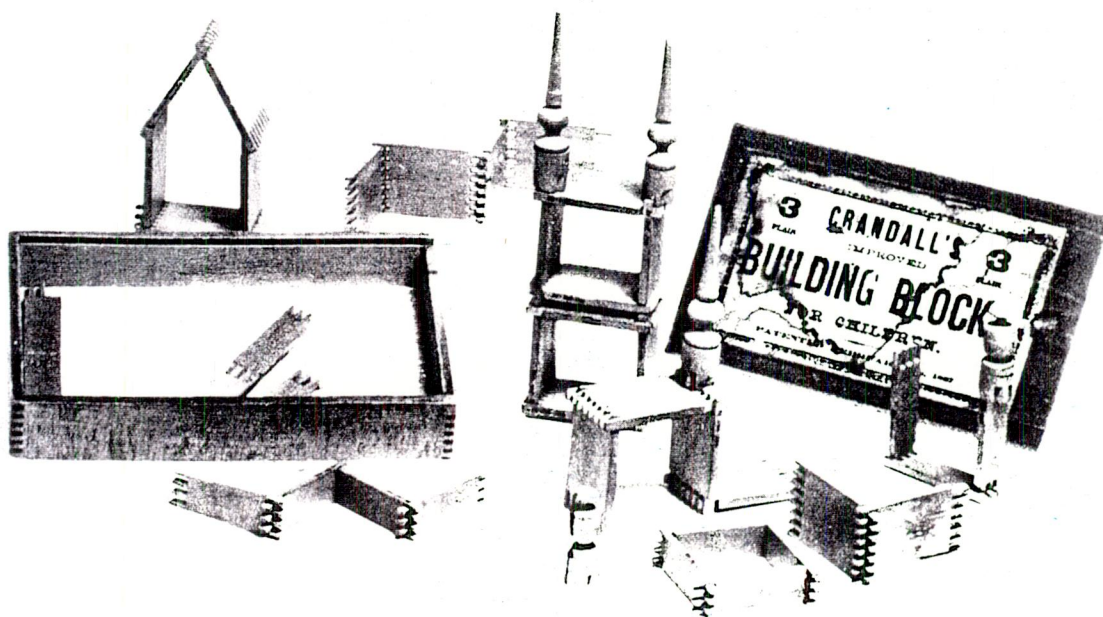


Fig. 3. Crandall's Improved Building Blocks

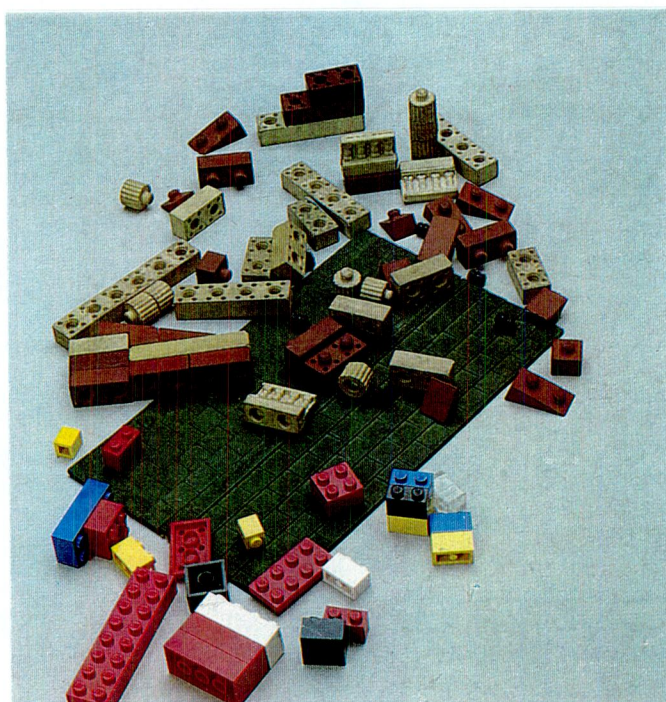


Fig. 4. Minibrix (with LEGO Bricks, showing the similarity in Design)

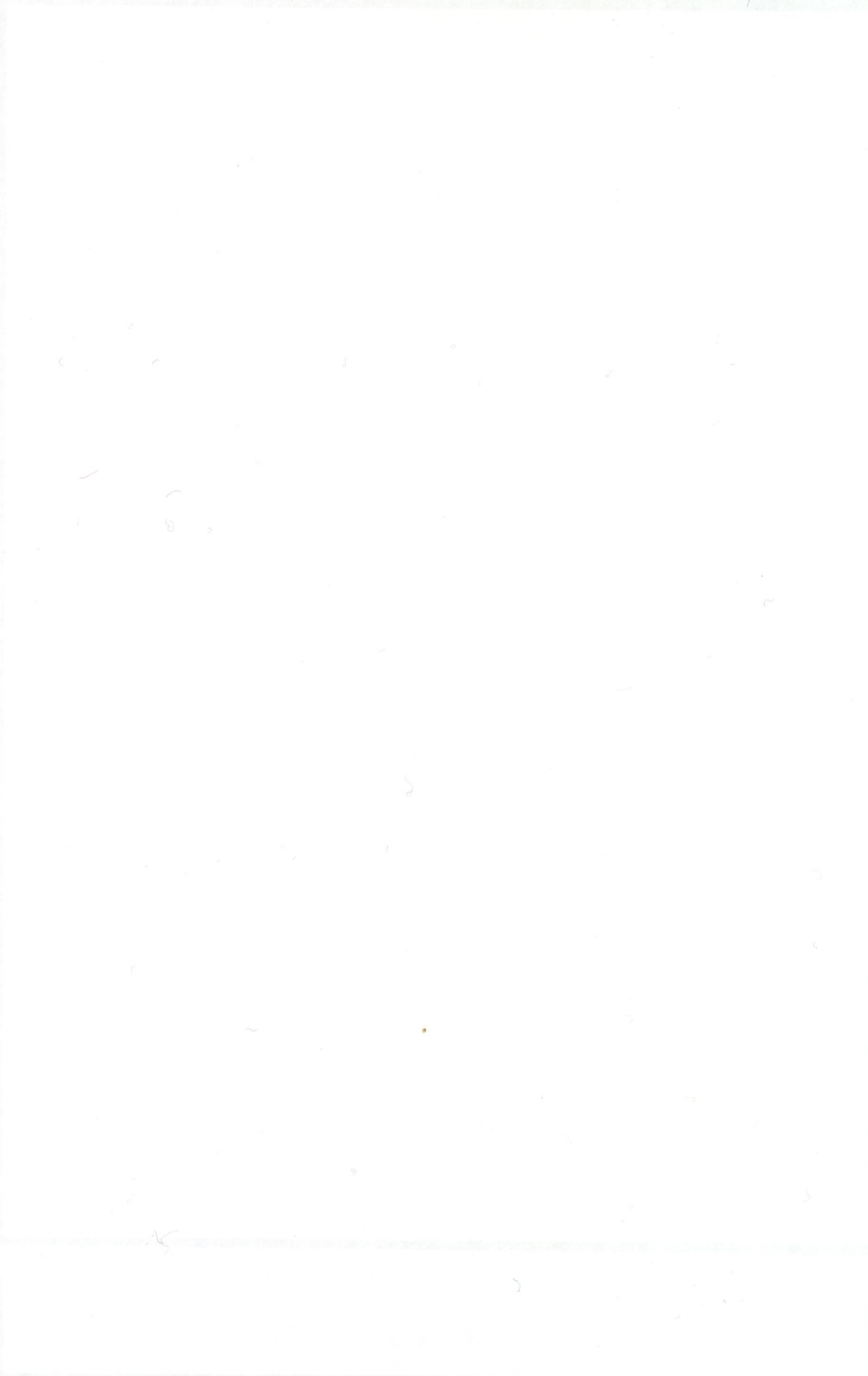






STERLING SILVER GOODS.

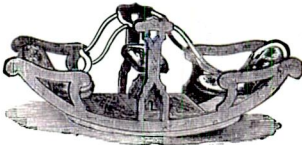


Fig. 5. Section of Sterling Silver Goods from Silber and Fleming's 1872 Catalogue. Illustrates the detail in the artist's impression




ENGLISH TOYS.

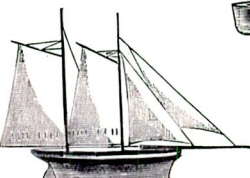





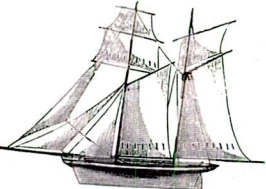
No. 16101.—Nursery Yachts, length from 60 inches to 84 inches, made in beech or birchwood.



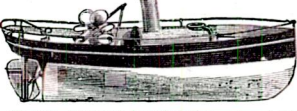
No. 16104.—Toy Perambulator, painted wood. Height from 12 inches to 36 inches.



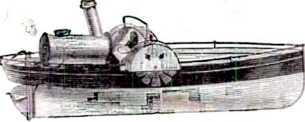
No. 16119.—Schooner, painted bottom, superior finish. Length from 15 inches to 30 inches.



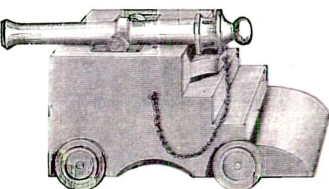
No. 16120.—Schooner, with topsails, complete, painted and bronzed bottom. Length from 20 inches to 30 inches.



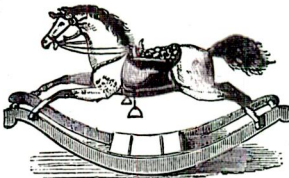
No. 16121.—Mechanical Screw Steamboats, each packed in deal box, with directions, complete. Length 10 inches, 20 inches, and 27 inches.



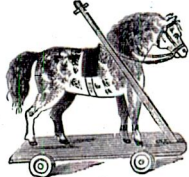
No. 16122.—Mechanical Paddle Steamboats, each packed in deal box, with directions complete. Length 12 inches, 20 inches, and 27 inches.




No. 16123.—Model of Eighty-one Ton Gun, mounted on solid wood carriage, 24 inches, 3 inches, 31 inches, and 41 inches.




No. 16102.—Rocking Horse with glass eyes, ordinary quality. Length of rocker 3 feet to 7 feet 5 inches, height of horse to saddle 1 foot 8 inches to 3 feet 9 inches.



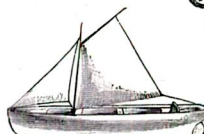
No. 16106.—Shaped Polo Horse, painted and varnished, on green painted stand. Length from 16 inches to 24 inches, height from 12 inches to 24 inches.




No. 16116.—Open Boat, painted or varnished. Length from 10 inches to 18 inches.




No. 16117.—Lifeboat, with sail, complete. Length from 8 inches to 13 inches.




No. 16118.—Open Boat, with sail, complete. Length from 10 inches to 18 inches.



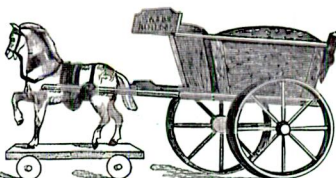
No. 16125.—Painted Iron Pail.



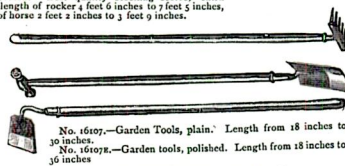
No. 16128.—Transparent Slate, white frame.



No. 16129.—Brass Anchor, 3 1/2 inches, 2 1/2 inches, 3 1/2 inches, and 4 1/2 inches.

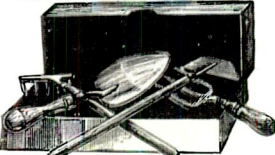


No. 16103.—Varnished Pinewood Cart. Length from 22 inches to 30 inches, width from 11 inches to 12 1/2 inches.




No. 16107.—Garden Tools, plain. Length from 18 inches to 30 inches.
No. 16107a.—Garden tools, polished. Length from 18 inches to 30 inches.


Ladies' Sets of Floral Tools.




No. 16108.—Set of Floral Tools, comprising hoe, rake, spade, steel trowel, packed in box.
No. 16109.—As No. 16108, but smaller size, packed in box.




No. 16110.—Juvenile Tool Chest.




No. 16111.—Barrel or Castle Money Boxes. Height 2 1/2 inches to 4 1/2 inches, diameter 2 inches to 3 1/2 inches.



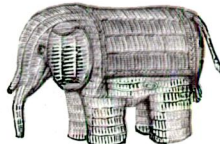
No. 16113.—Card of Tools. Length from 10 inches to 14 inches, width from 6 inches to 10 inches.
No. 16114.—The New Household Card of Tools.



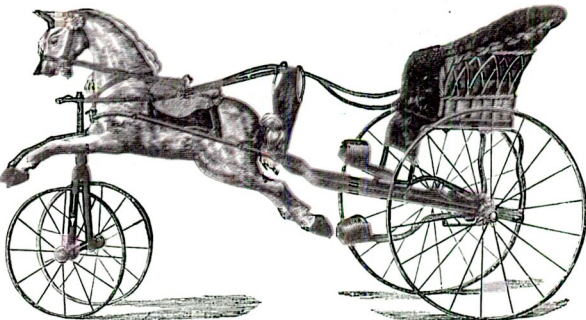
No. 16115.—Drum Bat, parchment or vellum.



No. 16115a.—Shuttlecocks.



No. 16130.—Berlin Wool Elephant, white or brown.



No. 16131.—Wicker Velocipede Carriage with Horse, Harness, Reins, &c., adjustable chair, lined seat.

Fig. 6. English Toys. This layout shows the grid system that may have been used.



Ladies' Knives.
Extra by mail for Ladies' Knives, 3 cents.

46000 One blade, white handle, good steel blades.
Each \$0.10 Per dozen \$1.10

46002 Ladies' Pearl Handle Knife, one blade and
glove buttoner; best quality, finely finished.
2 1/4 in. long. Each ... \$0.31 Per dozen \$3.60

46003 Ladies' Knife, infant shell handle, two
blades, 2 1/4 in., well finished and a good article.
Each \$0.12 Per dozen \$1.25

46004 Two blades, with white handle. Each....\$0.12
Per dozen 1.25

46005 Pearl Handle Each \$0.18 Per dozen....\$1.95

46006 Two blades, pearl handle. Each \$0.15
Per dozen 1.50

46007 Ladies' two blade fancy pearl handle.
Each \$0.18 Per dozen \$1.00

mail blade, good, strong, large blade; no better
knife made for durability and cutting quality.
Every one warranted. Retail price, \$2.00.
Our price, each \$1.50 Per dozen \$15.00

46054 Three blades, stag horn handle, otherwise
same as No. 46053. Every one warranted.
Each \$1.00 Per dozen \$11.00

46056 Three blades, 3 1/4 in. ebony handle, other-
wise same as 46053, every one warranted;
just the right size for a pocket knife for general
use. Each \$0.70 Per dozen \$8.40

46058 Four blades, "Congress" style, 3 1/4 inch
stag horn handle, German silver bolsters, brass
lined, best quality blades, a good strong article,
warranted. Each, \$0.87 Per dozen \$9.00


46059 Three blades, fine 3 1/4 inch buck horn
handle, brass lined, German silver bolsters, brass
lined, warranted. Each, \$0.54 Per dozen \$5.25

46060 Three blades, fine 3 1/4 inch buck horn
handle, brass lined, German silver bolsters, brass
lined, warranted. Each, \$0.54 Per dozen \$5.25


Fig. 7. Pocket Knives (for ladies and for men)

NURSERY CHINA.


English China, Coloured "Toys" Decoration, Gilt Edges.




Mug 0/6




Tea Cup and Saucer..... 0/8



Milk Tumbler..... 0/8



Small Cup and Saucer ... 0/8



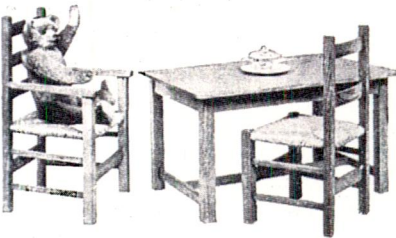
Small Mug 0/5

Tea Plate to match, 0/6 each.

Fig. 8. Nursery China. Decorated with animals. (From Army and Navy stores Catalogue, 1908)



NURSERY FURNITURE




Furniture for Children's Use.

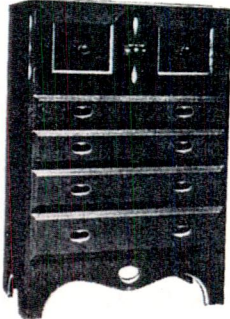
No. 950. Oak Arm Chair 8/6
 No. 572. Oak Play Table, 2 ft. 9 in. by 1 ft. 9 in. by 1 ft. 6 in. high 17/6
 No. 951. Oak Chair without arms 6/9



No. 625. Oak Work Table, with flaps and sliding work bag, size when open 4 ft. by 2 ft. £3 12 0



No. 434. Clothes Cupboard in oak, 4 ft. wide by 4 ft. high £8 5 0



No. 267. Cottagers' Chest, painted dark green picked out with bright red, 3 ft. 6 in. wide by 5 ft. high £8 15 0

Fig. 9. Nursery Furniture. The advert depicts a bear seat at the table
 (From Heal's Catalogue, 1908)



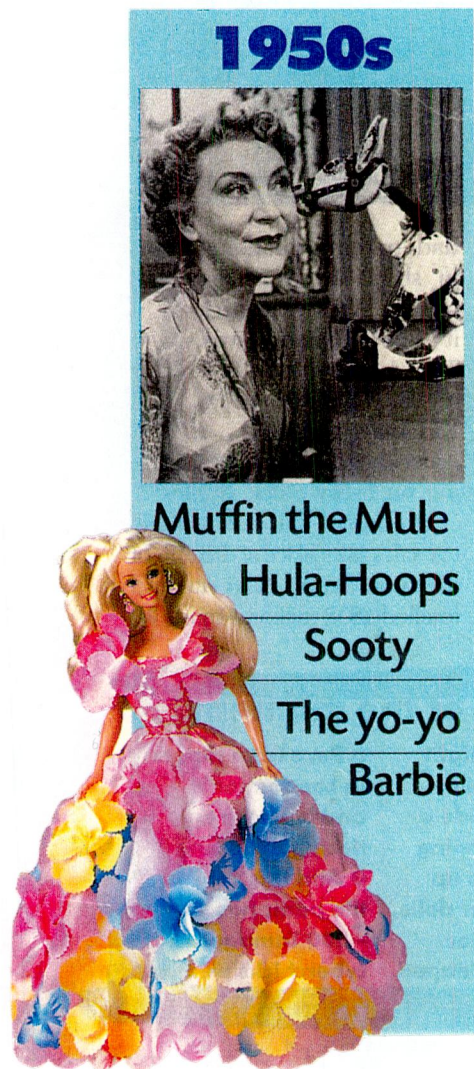


Fig. 10. Barbie "Toys we've been crazy about" (Essentials, Dec. 97)

The image shows the word "Barbie" in a bold, black, cursive script. The letters are thick and rounded, with a small "TM" trademark symbol at the end. The signature is centered within a rectangular frame.

Fig. 11. Barbie's Signature. Shows the grown up nature of the doll.



Fig. 12. Early Meccano Set. 'Engineering for boys'

MECCANO® JUNIOR!

"Hands off Dad, it's mine, I built it!"

Whether your child is 4, 8 (or even 48!!), they'll love NEW Meccano Junior! It's lots of fun to build using the nuts, bolts and tools, and its new features and characters make it even more fun to play with afterwards. The only thing is, will NEW Meccano Junior be safe from dad?

MECCANO JUNIOR. THE TOY THAT BUILDS TOYS

VISIT THE MECCANO EXHIBITION
AT
The London Toy & Model Museum
IN PADDINGTON FROM 1st NOVEMBER

Fig. 13. Meccano Junior. Still targeted at boys.



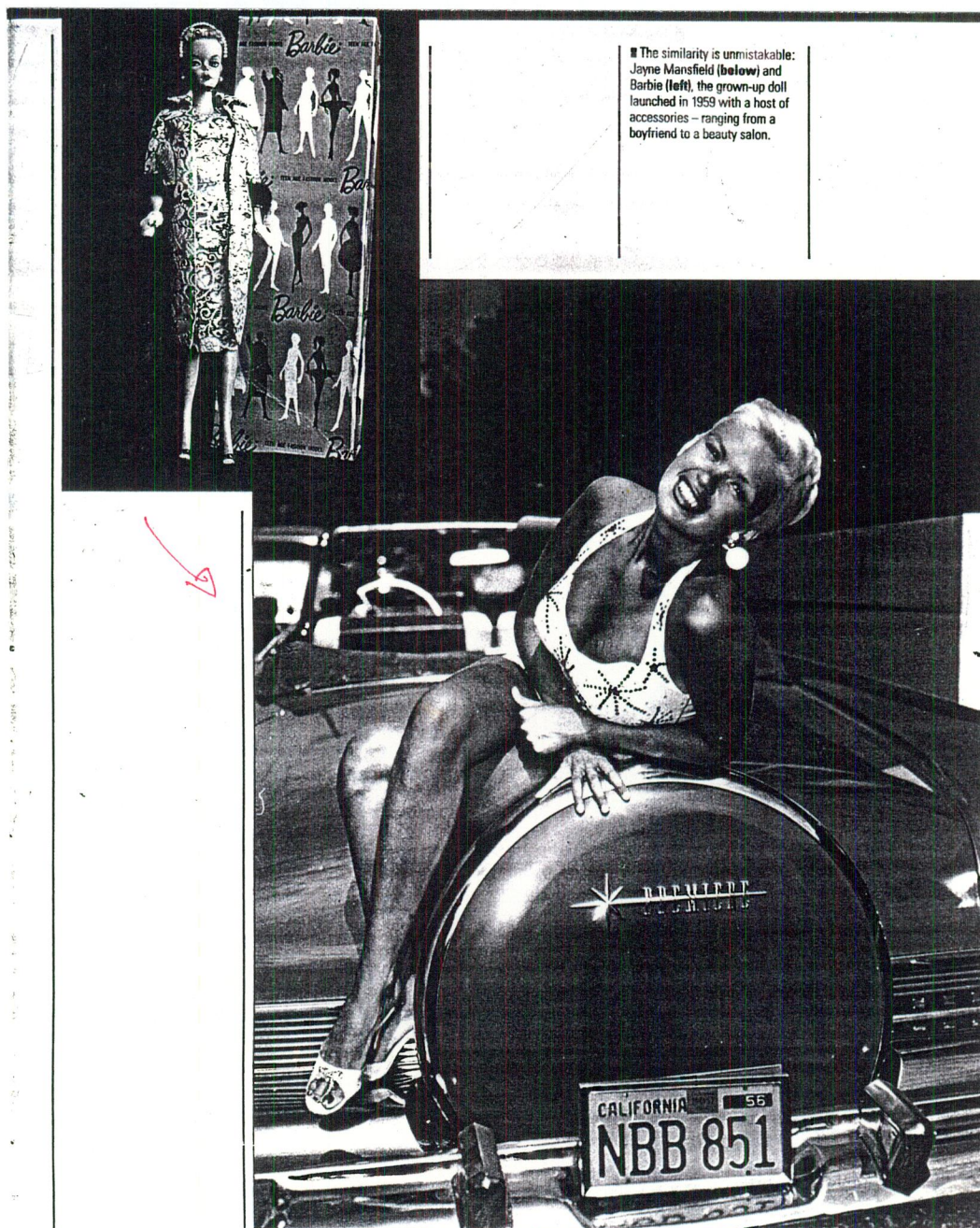


Fig. 14. Barbie; Fad or Fashion





Fig. 15. The First Plastic LEGO Products (Designed in 1947).

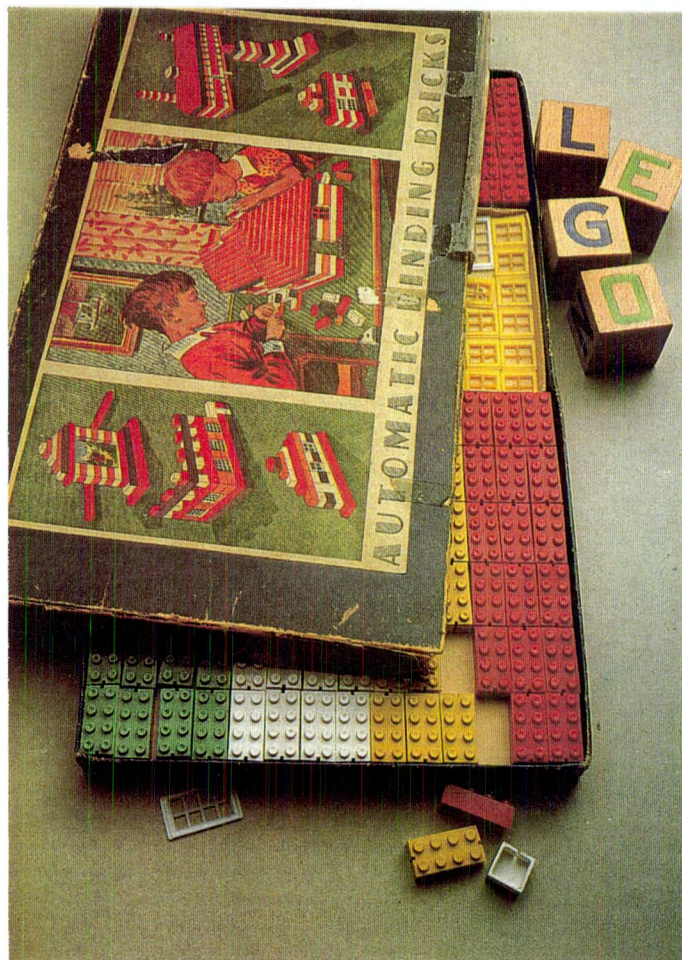


Fig. 16. Automatic Binding Bricks

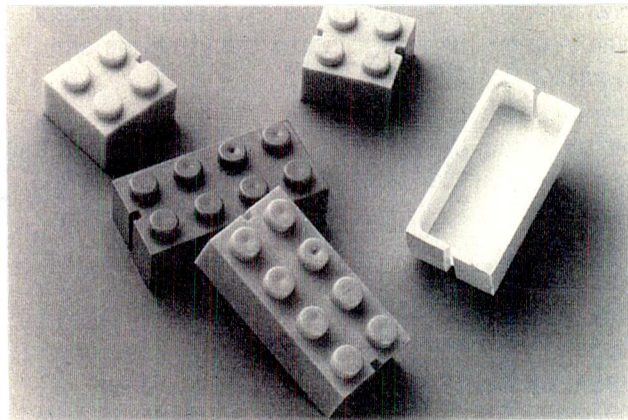


Fig. 17. The First LEGO Bricks (Launched in 1949)



Fig. 18. The LEGO System of Play

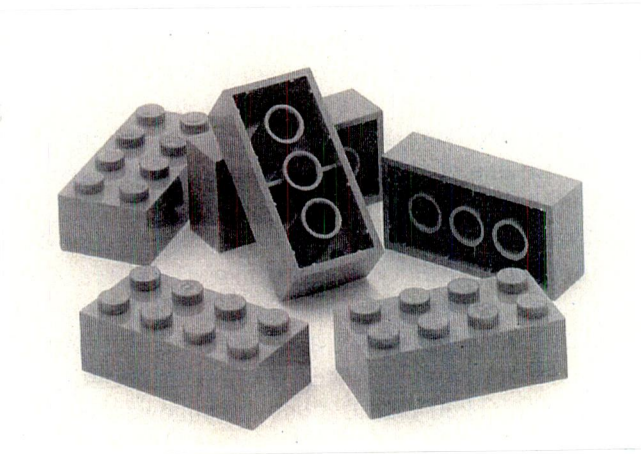


Fig. 19. The Lego Clutching Principle. The tubes inside the bricks gave more clutching power.

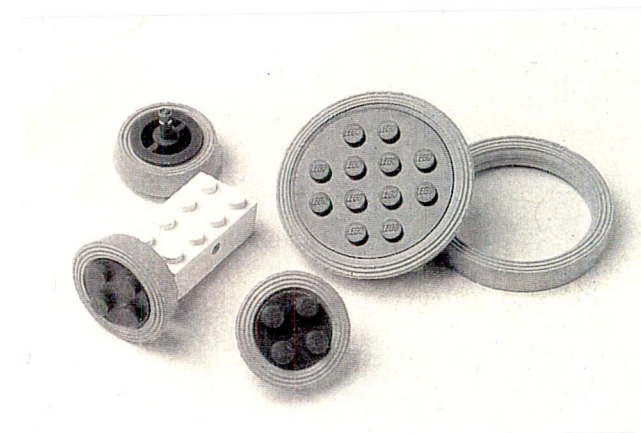


Fig. 20. The Wheel. Still using the stud system (launched in 1962).

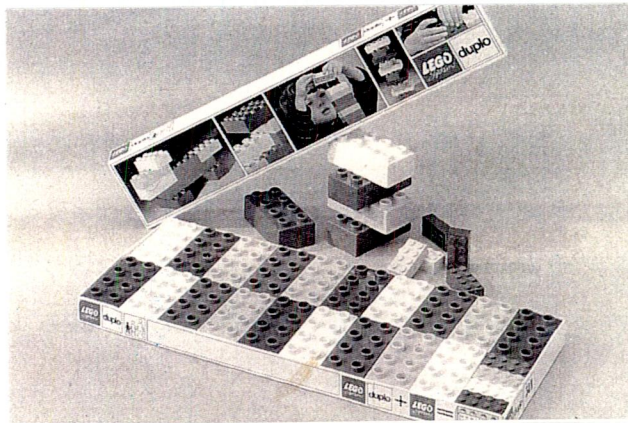
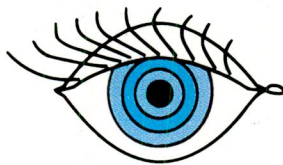
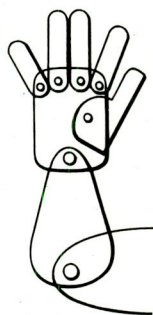


Fig. 21. The New Duplo Bricks

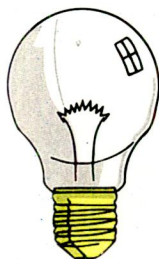
Good toys stimulate



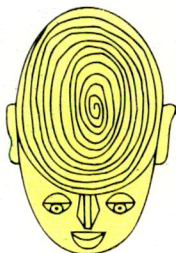
Experience of
shape and
colour



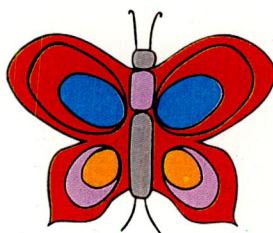
Development
of motor skills



New ideas
through new
combinations



Development
of impressions
and new ways
of interpreting
things



The sum of all
these factors

Fig. 22.





Fig. 23. Effective Retail Presentation



Fig. 24. LEGO Technic



NEW
1 1/2 - 5 years

According to Sally, growing up has its advantages!

LEGO DUPLO Dinosaur Sets from £3.99.
All sets are new for 1997.

LEGO DUPLO Toys
Building Fun Together With You.

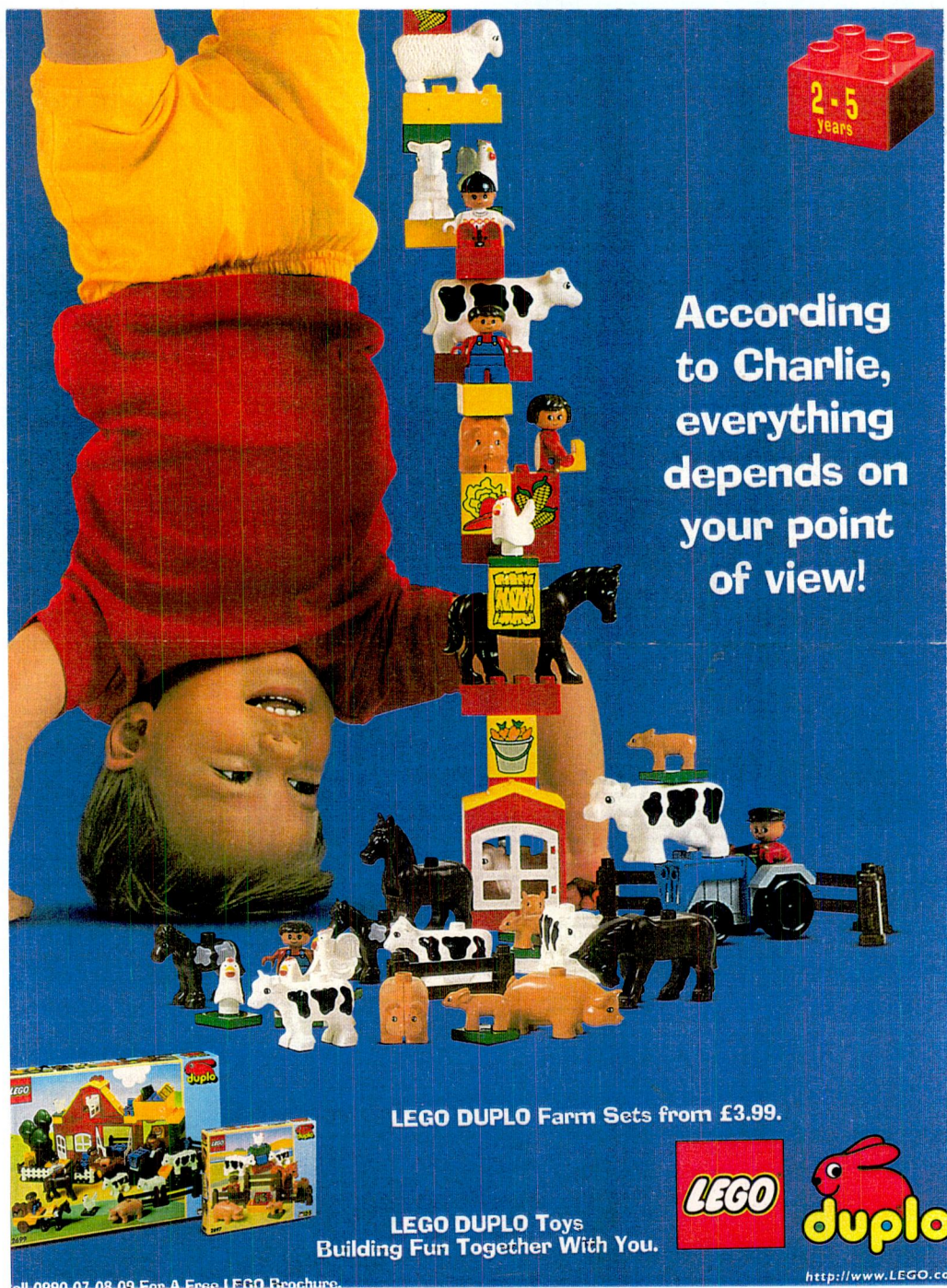
Call 0990 07 08 09 For A Free LEGO Brochure.

<http://www.LEGO.com>

© LEGO and the DUPLO logo are trademarks © 1997 LEGO Group. 925526/97 - INT.

Fig. 25. Duplo Advert (Dinosaur Set)





2-5 years

According to Charlie, everything depends on your point of view!

LEGO DUPLO Farm Sets from £3.99.

LEGO DUPLO Toys
Building Fun Together With You.

LEGO duplo

http://www.LEGO.co

all 0990 07 08 09 For A Free LEGO Brochure

Fig. 26. Duplo Advert (Farm Set)

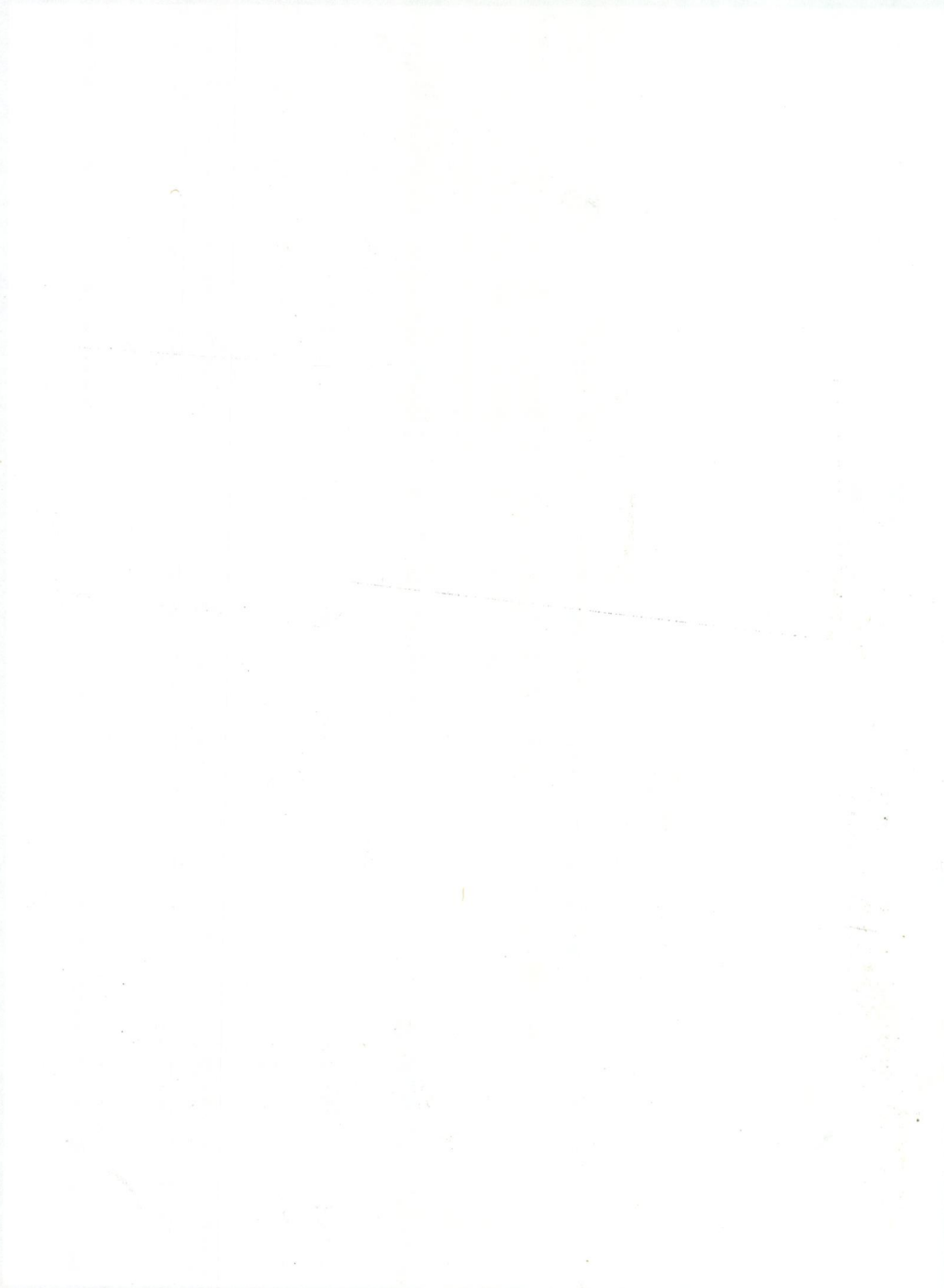




Fig. 26(a). Farm Set Box Design



Fig. 27. LEGO Clothes Catalogue Cover. The Lego brick design is embossed on the cover. (January '98)



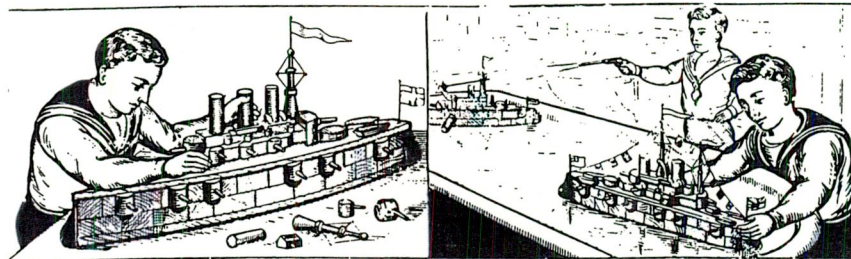


Fig. 28. The LEGO Logo



Fig. 29. The Shell Logo

Wooden Constructional Toys.



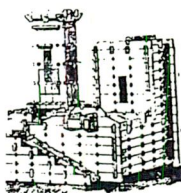
HOW TO BUILD "DREADNOUGHTS" THAT FLOAT.

(Patent applied for No. 12653, 12.)

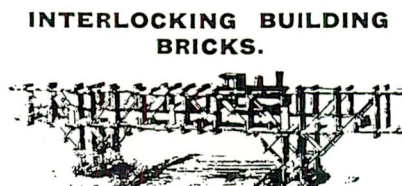
A VALUABLE IMPROVEMENT ON OUR WELL-KNOWN DREADNOUGHT SHIPBUILDING BLOCKS.

All ships are fitted with a special keel which enables them to **float upright in water.** These Shipbuilding Blocks are undoubtedly amongst the finest Toys on the Market. Each Box contains Wood Blocks, Guns, Flags, &c., with instructions for building Warships, type: H.M.S. "Dreadnought," H.M.S. "Lord Nelson," H.M.S. "King Edward VII," etc., as well as Cruisers, type: H.M.S. "Invincible," etc., Torpedo Boats, Forts, etc. This Toy is not only very entertaining, but most instructive.

	No. 1	11	2	3
	1 10s	2 11	6 6	10 6
Postage	4d.	5d.	8d.	10d.

**Fort.**

Built with Gamage's Interlocking Bricks.

**Bridge.**

Built with Gamage's Interlocking Bricks.

**House.**

Built with Gamage's Interlocking Bricks.

Our Gamage Interlocking Building Bricks, without question, are far and away the best bricks ever invented for children. Their chief feature is, of course, the notches or slots into which the bricks interlock, so that when a model has been constructed, whether it be a Fort, or Windmill, it can be carried about and played with as if it were nailed or glued together. Even apart from the interlocking arrangement shapes and sizes have been so arranged that the number of different models which can be made from a single box, is quite extraordinary. The Bricks are of Best Beech Hardwood, machined and planed to gauge, so that any brick (no matter what size) will interlock with another and will not come apart until required.

An illustrated Booklet is supplied with each Box, showing how to construct

Model Bridges, Churches, Windmills, Houses, Forts, Monuments, &c., &c.

No. 1. 10s. Post 3d.

No. 11. 19s. Post 4d.

No. 2. 24s. Post 5d.

No. 21. 31s. Post 9d.

DELIGHTFUL & FASCINATING TOY

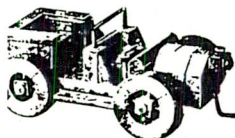
Consisting of wood Blocks, wheels, axles, pins, rods, pins and tongues with tools manual or illustrated instructions for constructing

Models, Motor Cars, Engines, and all sorts of Models that work.

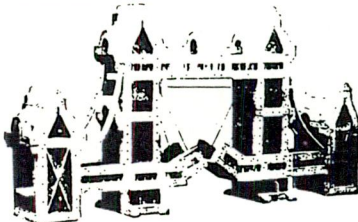
All Models when made are Strong and Rigid Toys for Practical use.

Pin-Tung

Or Model Making Made Easy.

**Open Motor Car.**

All Models can be taken to pieces and used over and over again.

**The Tower Bridge.** A correct Model.**Trip Hammer.**

2/6	Box makes	11	Models.	Post	4d.
3/6	"	23	"	"	5d.
5/6	"	28	"	"	6d.
8/6	"	40	"	"	8d.
12/6	"	46	"	"	10d.
17/6	"	50	"	"	1/-
21/-	"	53	"	"	1/-

Fig. 30. Gamage's Interlocking Blocks Advertisement

