

## Index

---

- academic research, 7–9, 41–3, 153–7, 158, 159, 192, 242–3
- adults  
 children different from, 90–1, 109  
 responsibility for children, 22–4, 27–9, 46–8, 85–6, 166–7, 168–70
- advertising, 39–40, 51, 102–3, 107–8, 179
- age, 12–13, 35–6, 77–9, 82–3, 173–8, 234–6
- Alcott, Louisa May, 179, 180
- alienation, 70–2
- Alton, David, 153, 154
- Americanisation, 30, 81–2, 198–9
- Andrew, Steven, 60, 168
- Animal Hospital*, 135
- animation, 225  
 appeal of, 230–1  
 as children's medium, 225–6  
 children's views of, 92, 234–41  
 criticism of, 231–2  
 distributional outlets, 229  
 international differences, 30, 232  
 link with merchandising, 227–8, 229, 230, 231  
 prevalence of, 227–8, 232–4
- Ariès, Philippe, 7, 77
- art *see* culture
- Art Attack*, 38
- audience, 31–3, 41–3, 51–2, 107–8, 229
- authenticity *see* realism
- Barker, Martin, 154, 156, 157, 158
- Bazalgette, C., 106, 140, 221–2
- BBC  
 changing structure of, 242, 243  
 closure of Children's Department, 54–5, 75, 242, 243  
 dramas, 53–5, 216  
 impact of deregulation on, 25, 26  
 middle-class values of, 185–6  
*see also* CBBC
- bedrooms, televisions in, 34, 35–6, 100, 101, 110
- Berkeley, Sir William, 147
- Bettelheim, Bruno, 59, 71
- Bianculli, David, 232
- biology *see* development
- Birt, Sir John, 50
- Blumler, Jay, 213, 233
- Bourdieu, Pierre, 203–4
- Bovill, Moira, 34, 42, 53, 62, 100, 110, 111, 167, 171, 187
- Brecht, Bertolt, 58, 158–9, 203, 205
- British television  
 as model, 29–30
- Broadcasters' Audience Research Board, (BARB), 31, 32, 113
- Broadcasting Act (1990) (UK), 25, 27, 32, 55
- Broadcasting Act (1990) (USA), 26
- Broadcasting Standards Council (now Commission), 26, 45, 233
- Buckingham, David, 10, 108  
 on childhood, 85, 88, 106, 109, 244  
 on media effects, 150, 156, 163, 165  
 on values in broadcasting, 56, 70, 185–6, 213
- Bulger, James, 153, 155, 159, 167, 170
- Byker Grove*, 38, 63–4, 116–17, 142, 210
- cable and satellite broadcasting, 25, 33, 35, 36, 40, 41, 110, 198
- Callanan, Richard, 61
- Carlsson, Ulla, 156–7
- Carpenter, H., 140
- Carrithers, M., 128
- Cartoon Network, 35, 36
- cartoons *see* animation
- Cassell, J., 183
- Caughie, J., 210
- CBBC (Children's BBC), 35, 36, 110, 139
- copyright *see* media regulation; protection of children

## 276 Index

- Channel 4, 110–11
- channel choice task, 36–9
- channels *see* television channels
- Chapman, Vanessa, 27
- child audience, 31–3, 41–3
- childhood
- children's views of, 89–90, 96–7, 220, 246
  - cognitive differences, 90–1
  - commercial approach to, 81, 106
  - concerns and optimism, 76, 77, 244–5, 247–8
  - constructions and representations of, 2–3, 7, 76, 77, 80, 87–9, 106, 160–1, 218
  - institutionalisation of, 85
  - sociological theories of, 86–90
  - as stage-related, 77–9, 82–3
  - as universal, 81, 106, 140
- children
- adult responsibility for, 22–4, 27–9, 46–8, 85–6, 166–7, 168–70
  - as consumers, 99, 102, 104, 106, 122–4, 144
  - demographic characteristics, of, 13, 171–2, 199–200, 252
  - different from adults, 90–1, 109
  - familiarity with media, 21–2, 23, 100, 134, 200
  - goodness, wisdom and power of, 140–1, 169–70, 221–3, 248
  - models and representations of, 102–4, 140–1, 144, 160–1, 186–7, 246–7
  - in public and private spheres, 4–5, 109–13
  - relationship with broadcasters, 22, 98
  - research on media and, 7–9
  - research with, 10
  - rights of, 27–8, 29, 46–8, 140
  - as subversive, 179, 218, 248
  - targeted through advertising, 107–8
  - understanding of media, 79–80, 91–4, 106, 107, 108, 161–2, 209
  - viewing behaviour, 33–6, 101–2
  - views of channel choice, 36–9
  - views of childhood, 89–90, 96–7, 220, 246
  - views of drama, 64–8, 243–4, 245–6
  - views of media regulation, 23, 151–3, 168–9
  - as vulnerable, 107, 144, 167–8
  - see also* development; protection of children; television tastes
- Children and Television World Summit, 29
- children's stories, 52–3, 61–2, 228
- subversion and goodness in, 179, 221–3
  - uses of, 58–60, 204, 224
- children's television
- attitudes to specialism, 29–30, 72, 193–6, 211–12, 213
  - commercial influences, 102–4, 107
  - values of, 30–1, 185–6
  - see also* CBBC; CITV
- children's television drama, 53–6
- appeal to adults, 117–18
  - children's views of, 38–9, 243–4, 245–6
  - distinctiveness of, 119–22
  - future of, 72–5
  - ratings, 116
  - reality, fantasy and escapism, 164–5, 210–12, 216–21, 224
  - survival of, 60–2
  - value of, 57–8, 59–60
- children's television programmes
- adult concerns about, 47
  - and age, 73–4, 77–9, 175–6, 177–8
  - American, 30, 73
  - animation, 227–8, 229, 232–4
  - art of, 207–9
  - and class, 189–91
  - decreasing diversity, 45–6, 234
  - and gender, 180, 181–5
  - goodness, wisdom and power of children in, 221, 222–3
  - as legal requirement, 32, 55
  - and ratings, 113–14
  - tastes and appropriateness, 63–4, 164–5, 175–6, 177–8, 183–5
- choice *see* multichannel environment
- citizenship *see* social responsibility
- CITV (Children's ITV), 35, 36, 110
- Clarissa Explains It All*, 135, 198
- class
- children as, 186–7
  - see also* social class
- codes and conventions, 203–9, 231
- see also* goodness and wisdom of children; heritage drama; realism; understanding of media
- cognitive competence, 91, 107
- cognitive differences in childhood, 90–1
- Collins, W. A., 88
- commercial broadcasting, 24, 25, 26, 43, 102–4, 107, 216
- see also* cable and satellite broadcasting; Channel 4; ITV; Sky 1
- commercial influences
- on children, 81, 106, 107, 108, 143–4
  - on television drama, 51, 52, 73, 74
  - see also* merchandising
- commercials *see* advertising

- competition in broadcasting, 26–7, 33, 98–9
- computers, 34, 53
- consumers, 24, 99, 102, 104, 106, 122–4, 144
- Corbett, B., 45
- costume drama, 212–16
- critical theory, 228, 231–2
- Cross, Gillian, 217, 218
- cultural competence, 204, 206  
*see also* codes and conventions; understanding of media
- cultural representations, 127–8  
of childhood, 140–1  
of diversity, 44–6  
influence on children, 159–61  
*see also* scheduling tasks
- cultural studies, 8
- cultural value of media, 50–2, 61–2, 147
- culture  
learning codes and conventions of, 203–7, 231  
and local programming, 29, 81–2  
and media representations, 44  
and parental responsibility, 27–9, 166–7  
and public service broadcasting, 43  
sociological theories, 86–90  
television as art, 207–9
- Curran, James, 4
- Davies, M. M., 45, 70, 222
- Davis, John M., 9–10
- demographic characteristics, 13, 171–2, 199–200, 252
- Demon Headmaster, The*, 96–7, 180–1, 208  
debate about banning, 70–1, 72, 94, 165, 168, 181, 223  
fantasy, reality and understanding of, 70–1, 72, 91–2, 94, 217–21, 222–3
- deregulation, 24–6, 41–2
- development  
age and approaches to, 77–9, 82–3, 173–4  
imaginative theorising, 94–6  
physical growth and health, 82, 83–5, 174  
sociological theories, 86–8  
and understanding of media, 76, 91–4, 106, 107
- developmental psychology, 173, 174
- digital broadcasting, 99
- discussion tasks, 14–15  
*see also* scheduling tasks
- Disney, 225–7, 240–1
- displacement, 150–1, 152, 153
- domestic sphere *see* private sphere
- Donnenfeld, Shari, 99
- Dorr, Aimée, 91, 93, 161
- drama *see* television drama
- drama scheduling task, 129, 131, 143, 189
- Earthfasts*, 74, 207
- EastEnders*, 66–7, 69, 122, 137, 138, 142, 143, 195, 197–8
- educational programming, 26, 42, 114
- educational value of storytelling, 61, 204
- Eisenstein, Elisabeth, 76–7
- escapism, 224
- ethnic identity, 191–2
- factual programmes, 74–5
- fairytale, 59
- family styles and values, 191–2
- fantasy, 70–2, 95–6, 118, 190, 216–21
- Feilitzen, Celia von, 156–7
- Fellowes, Julian, 214–16
- Feuer, Jane, 51
- films, 147, 162–3
- Five Children and It*, 208, 209
- Fourth Estate, 139
- Fox, Marilyn, 57, 207
- Future Generations*, 139
- gender, 13, 34, 35, 38, 83–5, 178–85
- Gerbner, G., 21
- goodness and wisdom of children, 140–1, 169–70, 221–3, 248
- Goodnow, J. J., 88
- Grange Hill*, 47, 57, 60, 69, 178, 195
- Gross, L., 21
- growth *see* development
- Habermas, Jürgen, 3–4, 84
- Harry Potter books, 164–5
- Hastie, Sandra, 181
- health, 82, 83–5, 174
- heritage drama, 210, 212–16  
*see also* literary heritage
- Hilton, Mary, 61, 204, 205
- Hodge, Bob, 92, 218
- Holland, Patricia, 160–1, 168–9
- Home, Anna, 28–9, 56, 70, 75, 222, 243
- horror genre, 162–3, 164–5,
- Horrox, Alan, 56, 60, 69, 73
- Hunt, Peter, 46, 58, 59, 228
- IBA (Independent Broadcasting Authority), 25
- identity, 172  
*see also* age; ethnic identity; gender; local identity; national identity; social class
- imaginative theorising, 94–6

Cambridge University Press

0521780772 - 'Dear BBC': Children, Television Storytelling and the Public Sphere

Maire Messenger Davies

Index

[More information](#)

## 278 Index

- immediacy, 210  
 information, control and freedom of,  
     147–50, 167–8, 169–70  
 ITC (Independent Television  
     Commission), 25, 107  
 ITV, 35, 36, 47, 110, 216
- Jackson, Leigh, 168  
 James, Alison, 7, 10–11, 86, 87, 89, 109  
 Jenkins, Henry, 10  
 Jenks, Christopher, 7, 10–11, 83, 86, 109  
*Just William*, 117–18
- Kermode, Mark, 162, 163, 169  
 Kinder, Marsha, 10, 231  
 Kline, Steven, 10, 81, 103, 178–9, 228  
 Kricfalusi, John, 229–30
- Langer, Mark, 229–30  
 language acquisition, 206–7, 231  
 legislation *see* Broadcasting Act  
 licence fees, 26  
 literary heritage, in television drama, 50–1,  
     55–6, 60, 212–16  
 literature, 76, 77, 179, 189, 190–1, 228  
*Little Lord Fauntleroy*, 213, 214–15  
*Little Women*, 179, 180  
*Live and Kicking*, 137, 138, 142, 185  
 Livingstone, Sonia, 34, 42, 53, 62–4, 100,  
     110, 111, 113, 167, 171, 187  
 local identity, 192–9  
 Lurie, Alison, 59, 179
- Machin, David, 127–8, 203, 245  
 magic *see* supernatural and magic  
*Magician's House*, 74  
*Man O Man*, 135–6  
 market *see* commercial influences  
 Marsden, John, 29–30, 232, 240–1  
 maternal health, 84
- media  
   children's familiarity with, 21–2, 23,  
     100, 134, 200  
   children's understanding of, 79–80,  
     91–4, 106, 107, 108, 161–2, 209  
   cultural value of, 147  
   effects of, 7–9, 150–1, 152, 153–63  
   gender and subversive use of, 179–80  
   social class and, 174, 187, 190  
   study of *see* academic research  
 media literacy, 79–80, 161–2, 209  
   *see also* codes and conventions;  
     understanding of media  
 media production techniques, 207–9  
 media regulation, 146  
   children's views of, 23, 151–3, 168–9  
   and responsibility for children, 22–4,  
     27–9, 46–8, 101–2, 114, 166–7,  
     168–70  
   *see also* protection of children; television  
     regulation  
 Meehan, Joanna, 3, 84  
 merchandising, and animation, 227–8,  
     229, 230, 231  
 meta-judgements, 93  
*Microsoap*, 74  
 modality awareness, 92, 161–2  
   *see also* codes and conventions;  
     understanding of media  
 moral panic, 148–9, 157  
 moral values, 68–70, 163, 223  
   *see also* social responsibility  
 Morgan, M., 21  
 Mulholland, Claire, 81–2  
 multichannel environment, 36–41, 98–9,  
     113–14
- national identity, 196–9  
*Neighbours*, 115–16  
 Neilsen, A. C., 31, 113  
 news, 121, 137  
 Newson, Elizabeth, 153–4, 156, 157, 158,  
     159  
*Newsround*, 120–2  
 Nickelodeon, 229–30
- occult *see* supernatural and magic  
 O'Malley, K., 70, 222
- Palmer, Edward, 42  
 Palmer, Patricia, 111  
 parents, 27–9, 87–9, 101–2, 114, 166–7,  
     168  
 paternalism, 30, 70  
 Petley, Julian, 154, 156, 157, 158, 186  
 Piaget, Jean, 86–7  
 Pilling, Jayne, 225–6  
*Pirates*, 185  
 Podolsky, Edward, 148  
 policy-makers, 16  
 political values, 179, 218, 222  
 Postman, Neil, 4, 7, 76, 77, 87, 96, 97, 206  
 Potter, Dennis, 49  
*Press Gang*, 181–2  
 press reports, 24–5  
*Prince and the Pauper, The*, 212–14, 215  
 printing, 62, 76–7, 147  
 private sphere, 4–5, 100–2, 110, 111, 113,  
     141–2  
 professional advice, 88–9  
 programme-makers, 16, 72  
 programmes *see* television programmes

- protection of children, 146  
 children's views of media regulation, 151–3  
 and control of information, 147–50  
 and freedom of information, 167–8, 169–70  
 media effects debate, 153–8  
 Prout, Alan, 7, 10–11, 86, 109  
 psychological impact of television drama, 70–2  
 psychology, 87, 173, 174  
 research on media, 8, 90, 153–4, 155, 156, 157, 158, 159  
 public service broadcasting, 24, 25, 26, 43, 44–6, 102  
*see also* BBC  
 public service values, 136–7, 142  
*see also* social responsibility  
 public space, children's use of, 109–10, 113  
 public sphere, 3–4, 100–2  
 public/private divide, 3–5, 141–2
- qualitative data, 172–3, 176–8, 183–5  
 quantitative data, 172, 174–6, 182–3, 188  
*Queens Nose, The*, 66–7, 94, 143, 177, 189–90, 195, 212  
 questionnaires, 14, 254–66  
 Qvortrup, Jens, 84
- ratings, 31–2, 113–19  
 realism, in drama, 55, 66, 67–8, 116, 118, 210–12, 214–15, 216–21, 224  
 reflexivity in research, 9–11  
 regulation *see* media regulation; protection of children  
 Reith, Lord, 143–4  
*Ren and Stimpy*, 137, 229–30, 231  
 representation  
 and children's definition of drama, 67  
 of diversity, 44–6  
*see also* cultural representations  
 research  
 reflexivity in, 9–11  
*see also* academic research; psychology; social science research  
 research study  
 aim and context, 1–2, 242–3  
 further discourse analysis, 245  
 procedure, 14–17  
 questionnaire, 14, 254–66  
 reflexivity, 11  
 sample, 12–14, 34, 171, 252  
 summary of findings, 243–4  
 types of data, 172–3  
 resistance model of audience, 107–8
- Richards, Martin, 173  
 rights of children, 27–8, 29, 46–8, 140  
 Robinson, Matthew, 211  
 Rowland, Willard, 7–8  
 Rowling, J. K., 164  
 Rudd, Lewis, 60, 70, 73, 75  
*Rugrats*, 79, 92, 142, 198, 236–41
- S4C, 196  
*Sand Fairy, The*, 208, 209  
 satellite *see* cable and satellite broadcasting  
 scheduling tasks  
 Fourth Estate, 139  
 influences on, 104  
 and local identity, 196–8  
 with media teachers, 246–7  
 pilot study, 134–6  
 programme survivors, 142–3  
 sample and method, 15, 128, 129–32  
 social responsibility, 136–9, 141–2, 143–5, 245–6  
 structure of, 132–4  
 Signorielli, N., 21  
*Simpsons, The*, 142–3, 198, 231  
 Singleton Turner, Roger, 208, 209  
*Sister Sister*, 184  
 Sky Television, 198  
*Slot Meithrin*, 196, 197  
 Smoodin, Eric, 226–7  
 'soaps', 116, 210, 211  
 social class, 44, 82, 166–7, 174, 185–91  
 social learning, 47, 60, 135, 138, 139  
 social responsibility, 136–9, 141–2, 143–5, 245–6  
 social science research, 7–8  
 socialising function of drama, 47, 68–70  
 sociological theories, 86–90  
*Soldier Soldier*, 184  
 space, ownership of, 109–13  
 'special needs' status of sample, 13–14  
 Springhall, John, 148–9, 156, 157  
 Staples, T., 140, 221–2  
 Steedman, Carolyn, 10  
 storytelling, 51  
 uses of, 58–60, 68–70, 204, 224  
*see also* children's stories; television drama  
 supernatural and magic, 95, 118–19, 164–5
- Tabern, Peter, 61, 73, 102, 185  
 talk shows, 101  
 taste, 203–4  
*see also* television tastes  
 teachers, in scheduling task, 246–7  
 technological change, 41–2, 98–9, 147

Cambridge University Press

0521780772 - 'Dear BBC': Children, Television Storytelling and the Public Sphere

Maire Messenger Davies

Index

[More information](#)

280

Index

- Teletubbies*, 77–8
- television broadcasters, 22, 98
- television broadcasting
- changing, 1–2, 41–3
  - children's familiarity with, 21–2, 23, 100, 134, 200
  - and competition, 27, 98–9
  - criticisms of, 22, 76, 77, 147–8, 205–6
  - measuring consumption, 113–15
  - press reports on children and, 24–5
  - public and private spheres, 3–5, 100–2
  - see also* cable and satellite broadcasting; commercial broadcasting; digital broadcasting; public service broadcasting
- television channels
- children's access to, 110–11
  - multichannel environment, 36–41, 98–9, 113–14
  - and programme diversity, 45–6, 234
  - see also* BBC: cable and satellite broadcasting; Channel 4; ITV; S4C
- television drama
- children's definition of, 64–8
  - commercial influences, 51, 52, 73, 74
  - fantasy and alienation in, 70–2
  - literary heritage of, 50–1, 55–6, 60, 212–16
  - mass audience, 51–2
  - as performance event, 49–50
  - psychological impact, 70–2
  - ratings among child audiences, 115–19
  - realism in, 55, 66, 67–8, 118, 210–12, 214–15, 224
  - socialising function of, 47, 68–70
  - value and importance of, 49, 50–2
  - see also* children's television drama
- television plays, single, 49
- television production techniques, 207–9
- television programmes
- 'channel choice' task, 36–9
  - diversity of, 45–6, 234
  - symbolic and instrumental status of, 104–6
  - see also* children's television programmes; scheduling tasks
- television regulation
- adult responsibility, 22–4, 27–9, 46–8, 101–2, 114, 166–7, 168–90
  - children's views of, 23, 151–3, 168–9
  - competitive effects of, 26–7
  - and deregulation, 24–6
  - legislation, 25, 26, 27, 32, 55
  - organisations, 25, 26, 45, 107, 233
  - watershed, 86, 101, 167
  - see also* protection of children
- television tastes, 62–4, 164–5
- and age, 177–8
  - and class, 187–91
  - and gender, 183–5
- television viewing behaviour, 33–6, 50, 101–2, 110, 111
- televisions, in bedrooms, 34, 35–6, 100, 101, 110
- theatrical heritage, 50–1, 55, 210
- Thompson, Robert, 153, 155, 158, 161
- Tops of the Pops*, 137–8
- toys, and cartoons, 227–8, 229, 230, 231
- Tripp, David, 92, 218
- Turner, Graeme, 16
- Tweenies, The*, 78
- understanding of media, 79–80, 91–4, 161–2, 209
- United Nations (UN) Convention on the Rights of the Child, 27–8, 140
- USA, broadcasting in, 30, 73, 79–80, 81–2, 102–3, 119, 198–9
- uses of stories, 58–60, 68–70, 204, 224, 228, 229
- Venables, Jon, 153, 155, 158, 161
- video violence, 153
- viewers *see* audience
- viewing behaviour, 33–6, 50, 101–2, 110, 111
- violence, 153–7, 162–3
- vulnerable-victim model, 107–8, 144, 167–8
- Wales and Welsh language, 196–8
- watershed, 86, 101, 167
- Whittle, Stephen, 149
- women, 4–5, 83–4
- Woof!*, 117
- X Files, The*, 24, 143, 195