

In the library

The following books have been selected from the range of new additions. These notes are indicative of a book's subject matter, but are not intended as critical comment or review. The ABA invites the public to use the library for research purposes during normal business hours. Please telephone (02) 334 7922 or (02) 334 7923.

Out of the Garden: Toys and Children's Culture in the Age of TV Marketing.

Stephen Kline. London: Verso, 1993. 406p. ISBN 0 860 91397 X.

This book provides a detailed history of marketing to children, revealing the strategies that shape the design of toys and have a powerful impact on the way children play. Stephen Kline looks at the history and development of children's play culture and toys from the teddy bear and Lego to the Barbie doll, Care



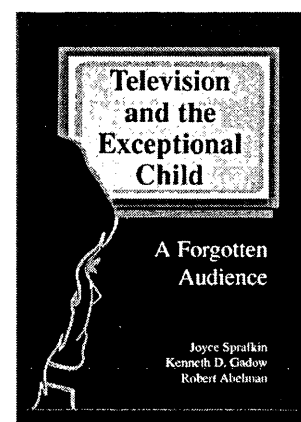
Bears and Teenage Mutant Ninja Turtles. He profiles the rise of children's mass media and that of the specialty stores such as Toys 'R' Us, revealing how the opportunity to reach large audiences of children through television was a pivotal point in developing new approaches to advertising. Kline looks at the imagery and appeal of the toy commercials and at how they provide a host of stereotyped figures around which children can organise their imaginative experience. He shows how the deregulation of advertising in the United States in the 1980s has led directly to the development of the new marketing strategies which use television series to saturate the market with promotional 'character toys'.

Television and the Exceptional Child: A Forgotten Audience

Joyce Sprafkin, Kenneth D Gadow and Robert Abelman. Hillsdale, New Jersey: Lawrence Erlbaum, 1992. 213p. ISBN 0 805 80787 X

The question of what types of children are most influenced by television is a recurrent theme in the scientific litera-

ture, particularly since Schramm, Lyle and Parker's much cited conclusion that 'for *some* children, under some conditions, some television is harmful' This book describes the research findings on television and exceptional children. Many of the studies in this area have been conducted by the authors and their colleagues over the past decade. The authors summarise what we know about how intellectual giftedness, mental retardation, emotional disturbance, and learning disability are related to television viewing and to these exceptional children's interpretation of what they watch. They go beyond describing the potentially troubling effects of television to suggest how it might be turned to the benefit of these children, including how adults might mediate existing programming and how the medium might be made more appropriately instructive. The children about whom the authors have written are much more numerous than those with hearing or vision impairment, for whom captioning and video descriptive services are making televi-



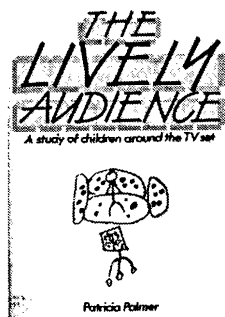
sion more accessible. These children's special abilities and disabilities cannot be addressed by technological advances; the special problems engendered by their exceptionalities are related to the content of television programming.

The Lively Audience: A Study of Children around the TV Set

Patricia Palmer. Sydney: Allen & Unwin, 1986. 166p. ISBN 0 868 61954 X

The relationship between the child and the television set has always been a matter for debate, and often of heated

controversy. *The Lively audience* is based on research which includes careful observation and analysis of children viewing television at home. It scrutinises the claim that television is 'bad' for children, and subjects the notion that children's



relationship with television is one of passive dependency to critical examination. It reveals how children interact with television, how they incorporate it into their lives, how they hold very different views about what they see. Above all, it demonstrates how television means very different things to different children. By exploring television as children themselves see it and use it, *The Lively audience* demonstrates that the real potential of television programs for children has scarcely begun to be appreciated.

Children & Television: Images in a Changing Sociocultural world

Gordon L Berry and Joy Keiko Asamen. Newbury Park, CA: Sage, 1993. 332p ISBN 0 803 94700 3

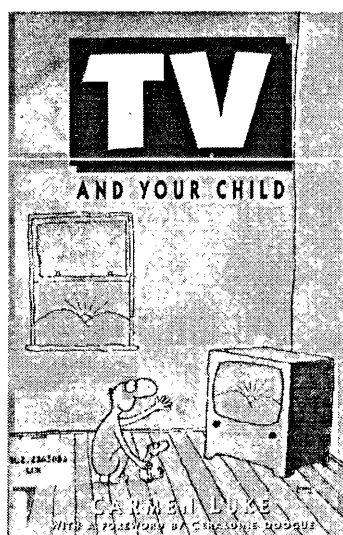
Today, children grow up in a media-driven society. Television now plays a major role in the child's socialisation process. Set within a multicultural context, *Children and television* explores how television influences children. The contributors identify the social and cultural impact of television on the psychosocial development of children who are growing up in an ever-changing multicultural world. The book analyses major media organisations and projects policies, practices and research directions for the future. Some of the topics discussed are the various forms of television and their effect on attention, comprehension and behaviour; television's effects on the imaginative and



creative capabilities of children; the medium's influence on the socialisation of youth; the cultural content of Saturday morning television; the portrayal of major ethnic and racial minority populations in the United States and the effect these portrayals have on children's attitudes toward these populations; and the portrayal of women, the elderly, and persons with disabilities on television.

TV and Your Child Carmen Luke. Sydney: Angus & Robertson, 1990. 172p. ISBN 0 207 16440 1

Children watch an average 23 hours of television a week - preschoolers average 30 hours of television a week. *TV and your child* looks at the effects of television viewing on children's physical and psychological health and on their imagination, education and literacy. It shows you how to make television viewing a positive and constructive activity, offering a host of ideas to help you tap the creativity and curiosity behind your child's glazed stare. If you are

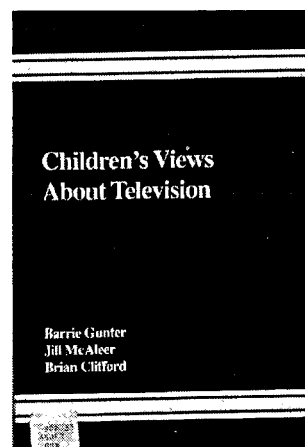


worried about the effects of television viewing or about using television as a babysitter, this book will allay your fears and provide an invaluable source of practical and appealing activities to help you teach your child to use television constructively.

Children's Views about Television

Barrie Gunter, Jill McAleer and Brian Clifford. Aldershot: Avebury, 1991. 192p. ISBN 1 856 28069 1

This book explores the things children themselves have to say about the television programs they watch. For all that has been written about young viewers' responses to television, and there is a great deal of published and unpublished material on this subject, there have been few studies of children's opinions about the full range of programs typically on offer on the major television channels each day of the week. This book concentrates on children's impressions and opinions about what they have watched. In taking this approach, intriguing insights are revealed concerning children's involvement with and understanding of television pro-



grams, and indeed, in a broader sense, the role of television in their lives. It is clear that children watch television for many different reasons. They recognise different qualities and attributes across different types of programs. The research is almost entirely qualitative and is built upon the nature of the quotes and comments children themselves supplied, rather than upon quantitative measures of levels of agreement with specific points of view. ■