this preoccupation (p. 299). Brock and Livingston *pret* ent research that supports the notion that people prcfcess entertainment programming quite differently <.!e~nding on their need to be entertained. Individuals/Who have a high need for entertainment, may be "more,susceptible to the addictive enslavement of passive fom;s of entertain-ment, such as TV" (p. 256). Two articl~s on sports enter-tainment are included in this secti6n; one (Jones, Bee, Burton, & Kahle) deals with ide&tification of fans, and another (McDaniel) focuses *ot* sensation seeking as an individual characteristic truft affects the way viewers view sports.   /   .

This comprehensive volume examines a number of subjects includinw(ubliminal advertisements, adver-tisements embedd₇tl in fictional programs, the effects of entertainmen~consumption, and the unique nature of sports, the original reality TV. A variety of disciplines and methodolbgies are represented.

The rriultidisciplinary approach of this volume produces   rich review of literature that seems to sur-round the subject. In a sense, the paradigmatic lines that s{parate psychology, media, persuasion, and marketirlg research are also blurred, and favorably so. The tex't is organized in APA style and has separate author *ind* subject indexes.

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Singhal, Arvind, Michael J. Cody, Everett M. Rogers, and **Miguel Sabido** (Eds.). *Entertainment-Education and Social Change: History, Research, and Practice.* Mahwah, NJ and London: Lawrence Erlbaum Associates, 2004. Pp. xvii, 458. ISBN 0-8058-4552-6 (hb.) $99.95; 0-8058-4553-4 (pb.) $49.95.

This book represents the maturity of a strategy in applied communication for social change that goes back more than a quarter of a century. It was in the 1970s that one of the editors, Miguel Sabido, proposed to make a commercial telenovela (soap opera) series with a deliberate educational message. The person to whom he made his proposal, Emilio Azcaraga, the head of Televisa, Mexico's largest and most successful broadcaster, was an astute businessman, not a philanthropist. What was important about the success of this and several other pro social telenovela series by Sabido that followed was that it brought together two previously contradictory broadcasting formats: the commercial and the educational. It also opened up the possibility of thinking about using the potential of the most successful types of commercial media, that is, film, tel-

evision, radio, and popular music, for purposes other than simply making money.

This edited volume brings together a number of useful chapters (22 in all) by pioneers in the field of Entertainment-Education (EE) under three general rubrics: History and Theory, Research and Implemen-tation, and EE Interventions and their Outcomes. In the first section, two of the strategy's main contributors, Everett Rogers and Arvind Singhal, give an overview opening chapter that sets the stage for later contributions. Their main point here is to argue that the strategy has a wide theoretical and methodological base that makes it applicable in multiple forms and by many different agencies. The conclusion sets the tone for the rest of the book, one that argues persuasively and positively for the effectiveness of the strategy in creating positive social and behavioral changes in many Third World settings.

Chapters by David Poindexter and Sabido give a historical overview of the development and diffusion of the strategy, beginning in both the United States in the 1960s and 1970s and in Mexico in the 1970s and 1980s, but it is Sabido who is recognized with defining a precise social change strategy to a commercial medium. The chapter by another pioneer in the field, Phyllis Piotrow, and her colleague Esta de Fossard gives a more measured and critical assessment of both the strengths and weaknesses of the EE records to date. A chapter by Suruchi Sood and colleagues purports to sort out the theory behind the strategy, but it seems to provide an ever expanding theoretical and methodological horizon for applications, making it less a synthesizing chapter than a list of possibilities from which practitioners might choose.

In Section 2, Research and Implementation, the eight chapters cover a wide spectrum of implementation experiences and a few with research. The most important chapter is by Shereen Usdin and colleagues concerning an EE program in South Africa called *Soul City.* This program is by far the most successful and well organized of EE efforts in any country. The chapter is a description of the fourth general campaign that took place in 1999-2000. What is important to note is the successful link between the television series' educational messages with its commercial success. *Soul City* has been able to do serious teaching with successful entertaining. But the success of the program goes beyond this. It also has done in depth research on results. This particular series reached an impressive 79% of its target audience with a combination of tele-

vision, radio, and print. The description shows how the campaign was able to build important coalitions with a variety of government agencies as well as grass-roots community organizations. It is a model of others who aspire to use EE effectively.

Another useful chapter is one by Bradley S. Greenberg and colleagues where the evolution of the EE research agenda is discussed. What the chapter concludes is that EE has been widespread but by no means a coordinated effort. A number of problems still face EE evaluations including having some clear theory driving the project designs, better understanding of the information environment, target audiences, implementation organization, and the cultural industry itself. The challenges of doing EE effectively are illustrated by cases where the projects (mainly television dramas) were wholly controlled by the implementation agency or were simply influencing how a commercial production team inserted messages into a regular entertainment series. An example of the former is the Dutch experience as described by Martine Bouman in her chapter or that of Brazil's use of social merchandising in its popular telenovelas in prime time (chapter by Antonio C. La Pastina, *et al.).*

The final section on EE Interventions and their Outcomes contains some useful chapters. The most provocative in terms of outcomes is one about an oral rehydration campaign 20 years ago in Egypt, a campaign one medical journal called "what may be the world's most successful health education program" (Chapter 16 by Rasha A. Abdulla). The problem is that neither this author nor previous attempts have made it clear exactly why it was such a success. The EE approach at the time was far from the Sabido-inspired model followed elsewhere. Abdulla does little to explain the reasons for the dramatic drop in childhood diarrhea-caused deaths by referring to the research data although he does point out that the campaign was long term (eight years) and well financed. The other chapter that both brings out theory and helps explain evaluation outcomes is that by J. Douglas Storey and Thomas L. Jacobson where the application of Habermas in a Nepalese EE campaign helps illuminate the importance of interpersonal communication in EE campaigns.

In brief, the book is a valuable contribution to a strategy of growing importance to the field of development communication.

The book contains both an author and a subject index. Each chapter has its own reference list.

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'{bussu, Daya Kisban. *International Communication: Continuity and Change.* London: Hodder & Stoughton [old], 2000. Pp. 342. ISBN 0-340-74131-7 (pb.) $2 00.

This book is a good introductory overview of international al communication in the respected tradition of the political economy of communication. It is critical without b~ing doctrinaire, carefully researched and documented without being pedantic, and concise without being superficial. Still, it suffers from two problems. First, the book was fmished before the world changed on 9/11 and, second, it was written at the height of the technology bubble in 1999-2000. Neither problem, however, is life-threatening as the overall argument and data in the book give \t a validio/ that entirely justifies the subtitle of "continuity and change."

We fino in the book the theme of the subtitle set forth repeatedly: the more things change (as in the digital revolution that has affected all forms of international communication), the more theYJ remain the same (this revolution and its consequences are still in most of the same hands, i.e., the U.S. and other western economies).

The advantage for students using this book is that it provides a com rehensiv_r overview of most of the main elements fo understanding contemporary international communication: historical context (Chapter I), theories (Chapter 2), communication infrastructures (Chapter 3), comme cialization (Chapter 4), culture and globalization (Cnapter 5), contraflows from the South (Chapter 6) and the Internet (Chapter 7). For those inclined to do follow-up research on any of these topics, it has a series o well constructed appendices including websites, references, and meticulous author and subject indices. One additional heuristic advantage is a series of 16 case studies that are inserted into the chapters to provide detailed illustrations for more abstract points made in the main body of the text. In short, it would be a useful book for university students and others getting acquainted with the phenomenon of international communication.

The treatment of the historical context in Chapter 1 suggests that connection betwee communication and empire that Harold Innis first theorized 50 years ago. It follows the developments of the telegraph, news agencies, film, and radio while making relevant connections with the functioning of 19th century European empires. It contin es into the 20th century with the development of radio and television and into the context of the Cold War era that ended only in 1990, when two modem empires faced off over the world's hearts and minds.