The Handbook of Children and the Media is a big textbook. It contains 39 original chapters on more than 700 pages written by in sum more than 60 authors. Each chapter provides an overview of a topic related to children and the media. The general goal of the handbook is to integrate the usage of electronic media with behavioral research on child development. The handbook is clearly necessary because, as the editors point out: "Authors of developmental psychology textbooks often completely ignored the fact that children were spending more time watching TV programs than talking to their parents, playing, exploring their physical environment, or mastering reading." (p. xiv). The editors themselves point at several limitations of the Handbook. First, although most authors try to generalize their findings to interactive media, the focus is on television. To such an extent, I might add, that a more appropriate title for the book would have been "Handbook of Children and television". The next five chapters are categorized as Cognitive Functions and Communications.

Part 1 examines how popular media (especially television) serve as incidental or planned educators and socializers of children; Part 2 contains chapters on the media industry; and Part 3 discusses policy considerations. Part 1 reviews the most extensively researched areas in the study of children and the media and is therefore the most voluminous part with 23 chapters. The first four chapters are grouped under the heading Children's Uses and Gratifications. In chapter 1, Paik provides a historical overview of the emergence of film, television and Internet in the USA. In chapter 2, Desmond asks to what extent reading comics or pop magazines and book interact with movie going and watching television. In chapter 3, Comstock and Scharrer review the modes of the viewing experience, the time spent viewing, and the contingent circumstances such as family settings, children's ages, household attributes, and situational factors. In chapter 4, Subrahmanyam, Kraut, Greenfield, and Gross examine the psychological and sociological features of video games and the uses of the Internet.

The next five chapters are categorized as Cognitive Functions and
School-Readiness Skills. In chapter 5, Bickham, Wright and Huston discuss whether the format of television has an impact on children's attention spans on their ability to comprehend and retain program information. In chapter 6, Valkenburg reviews how television may be playing a role in the development of young children's creativity and imagination. In chapter 7, Naigles and Mayeux consider whether television viewing can foster or impede the child's vocabulary and grammar. In chapter 8, Miron, Bryant and Zillmann discuss the extent to which emotional arousal, liveliness, humor, and excitement can spur effective learning from television or can simply lead to enjoyment with little subsequent recall. In chapter 9, Mares and Woodard consider the prosocial contributions of television, such as helpfulness and politeness.

The third heading in Part 1 is Some Hazards of Television Viewing: Fears, Aggression, and Sexual Attitudes. In chapter 10, Cantor discusses the impact of television on children's fears in their daily lives. In chapter 11, Bushman and Huesmann defend the position that television viewing can influence children to engage in overt aggressive behavior or other antisocial acts. In chapter 12, Groebel presents findings from a worldwide survey study among children in countries from each continent regarding their experience of violent programming. In chapter 13, Malamuth and Impett examine what is known about the implications of the exposure of children to sexual material in film and television, a discussion that is extended by Donnerstein and Smith in chapter 14.

Under the heading Personality, Social Attitudes, and Health, the reader finds chapters on yet other possible effects. In chapter 15, Huntemann and Morgan consider whether features of television content can be shown to influence how young viewers form a sense of self. In chapter 16, Kubey and Donovan discuss how television is watched in the family context and what the content of family programming presents to the viewer. In chapter 17, Signorielli reviews how television content represents gender for the child viewer. In chapter 18, Berry and Asamen summarize research data on the effects of cultural stereotypes that are presented on television. In chapter 19, Kunkel discusses whether the exposure to thousands of commercials may create excessive materialism and conflict of aspirations for possessions beyond children's capacities for achievement. In chapter 20, Roberts and Christenson ask what messages are conveyed in music, both in text and the images of music television, with special attention for heavy metal. The last two chapters are concerned with children's health habits. In chapter 21, Strasburger reviews findings on the connection between television viewing and substance abuse, drinking, or smoking in children and youth. In chapter 22, Horgen, Choate and Brownell examine how television commercials may create trends toward unhealthy eating habits. Part 1 concludes with chapter 23 by Rosenkoetter who addresses the question.
whether television is damaging to the morality of young people.

Part 2 asks where the programming comes from. In chapter 24, Allen explains the economical organization of the media industry. In chapter 25, Alexander reviews the type of children's programming and the content of the commercial media. In chapter 26, Franklin, Firkin and Pascal describe how educational and entertaining children's programs are developed and disseminated by public broadcasters in the USA. In chapter 27, Kleeman points at the Prix Jeunesse, a clearinghouse for children's programming. In chapter 28, Dirr describes the cable television system in the USA and its entertaining and educational programming for children. In chapter 29, Tarpley looks ahead to the newest technologies. In chapter 30, Wartella and Jennings discuss the application of television and computer use in formal educational settings. Part 2 is closed with chapter 31 by Cohen who describes the role that formative research can play in helping writers and producers develop and evaluate educational and entertaining programs for children.

Part 3 is entitled Policy Issues and Advocacy and points to ways how one can foster the potential benefits of media for children. In chapter 32, Kunkel and Wilcox describe the legal and governmental approaches to children's media. In chapter 33, Hill-Scott provides an overview of how the television industry responded to federal policy actions of the 1990s. In chapter 34, Greenberg and Rampoldi-Hnilo discuss the usefulness of rating systems. In chapter 35, Montgomery discusses the impact of the Internet. In chapter 36, Jordan summarizes how parents can ensure their children's benign use of television and the Internet. In chapter 37, Hogan provides practical guidelines to adults for how to monitor, coview, discuss, and limit children's television viewing or other media use. In chapter 38, Brown defines the concept of media literacy and outlines plans for incorporating critical analyses of one's TV viewing or computer use into the general educational curriculum. In the closing chapter 39, Trotta provides a history of advocacy efforts and groups in the field of children and the media.

A common theme throughout the book is one of concern. Most chapters reflect the concern for hazardous consequences and the search for positive applications of television. The editors as well as many authors apparently have strong ideas about an ideal development for children and they very much doubt whether television's contribution is worthwhile. Moreover, television is seen as an outside-influence that "... compete(s) daily with what children can learn from parents, family, or teachers, the 'live' people around them." (p. 1). This view of television as an outsider may seem strange to younger students and researchers who have grown up in a television culture. Moreover, the concern for television has narrowed the attention of a generation of researchers who always seem to be looking for detrimental effects. The question how children live in a culture that is dominated by
television has been approached with less openness than one might desire. Even after reading this voluminous Handbook one feels that the research has not got a good grasp of children's television experience. The narrowness that is reflected in the Handbook may be a generational effect reflecting the view of researchers who have experienced television as an invasion of their habits and values. Possibly, a future next generation of researchers will have more to say about television as an integral part of children's daily life. Yet, the Handbook is an excellent book for readers who want to get a swift review of research on a variety of topics.

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International advertising has received a lot of attention lately. Marieke de Mooij published a monograph on global marketing and advertising in 1998 and Stephen O. Monye edited a volume on international marketing-communications in 2000. In that same year, John Philip Jones edited a volume containing 27 contributions from practitioners as well as academics and called it “International advertising. Realities and myths”. It is hard, if not impossible, to summarize the contents of this volume. This is partly caused by space limitations, but also for a large part because of the heterogeneity of the contributions. I have picked out some of which I found interesting, but I am convinced that any other reviewer would have made another selection.

Jones has divided the volume into three parts. The first part contains, in his words, the more general aspects of international advertising. In his own opening chapter, Jones presents some background on the debate on international advertising. He places internationally operating organizations on a dimension ranging from those that want to control everything their subsidiaries in other countries do, to those that leave that their subsidiaries the freedom to operate as they see fit on their local market. The former want to standardize as much as possible, including the advertising, in order to create a truly global brand; the latter leave room for their subsidiaries to build their own local brands. Of course, there are many positions organizations may take between these two extremes.

In the second chapter, Banerjee notes a similar dimension along which organizations may differ with respect to their advertising. He reserves the label “global advertising” for those universally ubiquitous brands for which the same advertising concept and execution is used in almost every country. The aim of global advertising is to build a strong brand that contains the same meaning in each country in which it is sold. On the other end of the extreme, there is multi domestic advertising. Banerjee considers this label appropriate for those advertising campaigns that differ from country to country despite the fact that is the same brand that is advertised. Again, between global and multi domestic advertising, there are many intermediate positions with regard to the standardization of advertising.

The question of whether it is wise to standardize one’s advertising or whether is better to adapt it to local circumstances, has been debated heavily. White starts of his contribution with the marketing, economic, control, and creative arguments in favor of standardization, and uses the rest of his contribution to refute one by one. Bullmore discusses the challenges posed by international advertising to an internationally operating advertising agency. (Those readers who had read Bullmore’s book from 1991 may wonder whether nothing has changed in nine years).
Clark aims in his contribution to provide practical advice to the new global marketers. He starts out by recalling the days in which international business was lead by people who were surrounded by many opinions and few facts. Unfortunately, the same holds for his own advice, which is based on evidence that is at best anecdotal.

The most interesting chapters, at least in my opinion, are the chapters by De Mooij, Ford and Phillips, and to a somewhat lesser degree the one by Bartos. These chapters relate to the core of international advertising and contain data germane to the issue. De Mooij’s chapter, for instance, could be read as a beautiful summary of her book on global marketing and advertising. She shows convincingly that cultural differences correlate understandably and predictably with consumer behavior. To that end, she relates data on cultural differences as obtained in cross-cultural psychology to data of large-scale studies on consumer behavior. Amongst others, she reports a strong relation between cultures in which people feel threatened by uncertainty and ambiguity and the reluctance to buy a secondhand car. The data discussed by De Mooij suggest that cultural differences between countries make it necessary to adapt one’s marketing and advertising executions if one wants to be successful.

Ford and Phillips, however, suggest that at least for European youth these differences between countries may be less important than the different types of youth that exist. In a large-scale study in Great Britain, Italy, France, and Germany, they found evidence for the existence of six ways of being a teenager in Europe. For instance, there are the dreamers, who live in harmony with their parents and believe that they will become rich and famous when they grow up, and there are the searchers, who want to live a life different from the one their parents live. Each cluster differs from the other clusters with respect to the media they use and the products they buy. Within each cluster, these behaviors are quite similar. More important, the differences between (e.g.) a German and an Italian “dreamer” are much smaller than one would expect based on the fact that they grew up in different cultures and speak a different language. Ford and Phillips believe that such subcultures that are relatively homogeneous between countries could be effectively approached using a standardized campaign.

Bartos reports on a similar phenomenon as Ford and Phillips do. She provides data on the growing number of working women in ten different countries. She reports a large amount of interesting data on the differences and similarities between the number of women who are working, their reasons for (not) working, and their aspirations. In her conclusion, she sort of hints at the possibility of finding similar homogeneous subcultures as Ford and Phillips have found for teenagers, but that much more research is needed before these groups can be identified.

The other 19 chapters in this volume are certainly not standard-
ized. The second part of the volume, titled “An international circumnavigation” contains ten contributions. The topics discussed range from a comparison between American and British advertising, what the Norwegian advertisers’ opinions are about advertising power, how advertising emerged in Russia, whether Australia should be considered a western or an eastern advertising market, the twenty largest advertising agencies in Japan, whether India is an Asian tiger to: how advertising has developed in China. The third part, “An international perspective on measurement and evaluation”, contains nine contributions on the measurement of advertising effectiveness in different countries. Again, the topics are diverse, for instance, a Norwegian study on short-term advertising strength, the effectiveness of television advertising in France, test-marketing on Iceland, and a study on advertising likability in South-Africa.

International advertising contains some contributions that are pertinent and germane to the question of whether it is possible to design an effective global advertising campaign. It also contains some interesting insights into the advertising practice of certain countries. However, a volume such as this should ideally provide as a whole more than the sum of its parts. Due to the heterogeneity of the contributions, it fails in this respect. In his opening chapter, Jones argues strongly against standardization of international advertising. He appears to have this opinion guide him in the editing of this volume as well. There is something in it for everyone. But there is also, for everyone, a lot you really do not care to know.

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Huysman's and De Wit's *Sharing knowledge in practice. Gathering, exchange and development of knowledge by means of ICT* consists of 3 parts and 10 chapters. This book deals with a study on knowledge sharing practices within eleven Dutch large companies. The book's main purpose is supporting organizations in their efforts to manage knowledge. It provides insight in the role of information and communication technology (ICT) in supporting processes of knowledge sharing and organizational learning.

The book's chapters are structured in 3 parts. In part 1 Huysman and De Wit present a theoretical framework for knowledge sharing within organizations and the role of ICT. In part 2 they discuss the practice of knowledge sharing in organizations in terms of the theoretical frame presented in part 1. The practices are categorized in knowledge sharing, knowledge exchange and knowledge creation. In part 3 Huysman and De Wit analyze the different cases and identify three pitfalls organizations may encounter. The book concludes with recommendations about knowledge management for managers.

Huysman and De Wit do not expect their readers to be professionals in the field of knowledge sharing and knowledge management. The book is written in a clear and simple way, and provides explanations of the terms used and a variety of examples. The book starts with the authors' motivation for writing it. Chapter 2 is one of most important chapters as it furnishes an interesting theoretical framework for knowledge sharing within organizations. As many other authors writing on the topic of knowledge sharing and knowledge management, Huysman and De Wit first explain a number of developments in present society which have lead to an increased interest in the concepts of knowledge, knowledge sharing and knowledge management in organizations. The chapter continues with a brief review of the main perspectives for knowledge management in the literature: the technical perspective, the process perspective and the intellectual capital perspective. Huysman and De Wit integrate these perspectives in an alternative perspective for knowledge management. This perspective is interesting as it integrates concepts related to knowledge sharing with ICT and the concept of organizational learning. The concept of organizational learning refers to the benefits an entire organization may have of the process of sharing knowledge. Huysman and De Wit suppose that knowledge management facilitates knowledge sharing, instead of considering knowledge management to be the key concept. Huysman and De Wit succeed in a clear operationalization of their perspective on organizational learning as process, in which knowledge sociological con-
cepts are used. According to them, organizational learning is the consequence of acting of the organization members. Individuals gather and exchange knowledge, which in the due course becomes accepted collectively as organizational knowledge. The authors distinguish 3 stages in the process of organizational learning: externalization, objectivation and internalization.

In the stage of externalization a transfer of knowledge from individuals to other individuals takes place. In this stage Huysman and De Wit distinguish the basic forms knowledge exchange and knowledge creation. Knowledge exchange contributes to individual learning and/or group learning. Knowledge creation contributes to groups learning. In my opinion knowledge exchange is not a basic form of knowledge sharing, but a necessary condition for knowledge creation. In the stage of objectivation knowledge becomes collective accepted. In the stage of internalization a transfer of knowledge from the organization to individual organization members takes place. In this stage the authors distinguish the basic form of knowledge gathering. For each of the 3 basic forms of knowledge sharing, i.e. knowledge exchanging, knowledge creation and knowledge gathering, Huysman and De Wit explain how various ICT applications can possibly be supportive. ICT applications useful for knowledge exchange are knowledge databases, whereas Intranets may facilitate knowledge creation and group ware applications are useful in the process of knowledge gathering.

Part 2, the practice, starts with a chapter on cases that illustrate the role of ICT in the process of knowledge gathering. The cases presented here show that entire organizations do not always benefit from knowledge sharing in terms of organizational learning. Part 2 continues with a chapter of cases of knowledge exchange. Huysman and De Wit analyze knowledge exchange through personal or technical networks. Re-use of knowledge is a main objective in these cases. The authors show that in most of the cases presented organizational members are stimulated to distribute their knowledge throughout the organization, in general by means of an Intranet. Although re-using knowledge is valuable, it does not contribute to organizations’ learning according to the authors. In chapter 5 Huysman and De Wit present cases in which organizations engaging in the process of knowledge creation are described. The authors suppose that personal and electronic communities play an important role in the process of knowledge creation. In my opinion, Huysman and De Wit approach the idea of ‘virtual’ communities in a rather instrumental way. They suppose that communities are manageable tools in the process of knowledge sharing. In the vast amount of literature on the subject however, virtual communities are described in another way. Communities arise because individuals voluntarily exchange ideas on subjects or events they are interested in. Huysman and De Wit, however, try to illustrate in their case descriptions that communi-
ties are able to facilitate individual, groups and organizational learning.

In part 3 Huysman and De Wit identify three so-called pitfalls: the management trap, the learning trap, and the ICT trap. The identification of the so-called traps provides a number of important insights in the process of knowledge sharing. Chapter 6 deals with the management trap. Huysman and De Wit state that one of the most general risks of knowledge management initiatives is that the concept knowledge management is perceived from a managerial perspective only. For managers there are several advantages of knowledge management in the organization. However, knowledge managers cannot force organizational members to share knowledge. Instead, they are advised to increase the needs felt for knowledge sharing by organizational members. Chapter 7 is about the learning trap. With this trap Huysman and De Wit mean: "...the danger to view knowledge sharing as contributing to learning only, without paying explicit attention to its contribution to the organization as a whole." (p. 147). They believe that organizational learning only takes place when organizational members collectively accept and make use of the outcomes of knowledge sharing. Hence, measures to stimulate commitment to the organization are important.

Chapter 8 discusses the ICT trap. Huysman and De Wit emphasize the danger for technological determinism. They show that the role of ICT in supporting knowledge sharing is rather limited. Instead, the role of personal networks is more important as a lot of (implicit) knowledge cannot be transferred by ICT-applications.

The book continues with a chapter on guidelines about knowledge management for managers. These guidelines are summaries of the recommendations given earlier in the book. Although these guidelines are aimed at managers, they shed a light on the conditions for knowledge sharing. Huysman and De Wit's most important recommendation is looking at knowledge sharing from a 'knowledge perspective': "... an attitude that considers knowledge sharing as part of daily organizational routines" (p. 147). The book concludes with a management summary in which the authors explain clear and briefly the main results regarding basic forms of knowledge sharing: gathering, exchanging and creating, the three pitfalls: management trap, learning trap and ICT trap and the guidelines.

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