Throughout, the writing is clear, crisp and very reader friendly. The book itself is a demonstration model of its intended outcome. It teachers how to produce distance materials by being itself an exemplary model.

REVIEWER

Dennis M. Mulcahy is an Associate Professor with the Faculty of Education, Memorial University of Newfoundland. His areas of interest include curriculum development and rural education.

Educational   Programmes   on Television: Deficiencies, Support, Chances (Contributions to an International   Symposium) by Manfred Meyer (Ed.), K.G. Saur Verlag GmbH & Co., 1993. ISBN 3-598-2021   O-5

Reviewed by Judy Somers

Symposiums for me inspire images of high level policy theorizing and elegant debate amongst well-published experts. The direct applicability of their procedings to a worker bee level often eludes me. In short, I am intimidated by this thoroughbred of conferences.

What a pleasure it was, then, to read this collection of contributions to the International Symposium held in Munich, Germany, and originally entitled "Cultural and Educational Programmes on Television: Deficiencies and Chances in a Competitive Media Environment". Fortunately, Manfred Meyer listened to his librarian's advice, shortened the mammoth title and re-inserted the word "support" as it is the core issue of most of the contributions. The writings discuss support media, supportive actions or measurement, and back-up activities for productions that were conceived as educational television programmes.

There are contributions from Belgium, France, Germany, The Netherlands, and Sweden, as well as several from British broadcasters. Canada's TV0 and Japan's NHK are also represented. The shared strategies for designing and distributing support media for educational broadcasts travel surprisingly well across international boundaries.

The suggestions for financing and managing support media production are clear and potentially useful for budget-juggling administrators, but my enthusiasm is based on the number of concrete examples provided of successful media integrations. The idea that the particular presentation strengths of any medium should be considered during its design, and that a blend of such thoughtfully crafted media can provide an engaging educational experience for many types of learners is not new. It is a concept that has been

around adult educators for many years, but one that is still often forgotten with each enthusiastic embrace of a new educational technology. Examples from this symposium will be helpful during future discussions around the appropriate use of educational media.

The book is organized into two parts: the first contains most of the papers presented or transcripts of oral presentations given; the second is a compilation of the background information and updated contact addresses made available during the symposium. Despite the editor's apologies for understandable shortcomings when the spoken word is converted into readable print, the language is engaging and immediate. There are few selections that drift into jargon gymnastics. Many of the participants' graphics and visual models have been reproduced in a legible and cleanly designed format.

REVIEWER

Judy Somers, BA Communications (Washington State University) is an educational media producer with Distance Education Servies in Continuing Studies at the University of Victoria. She was the 1992 Commonwealth Relations Trust Bursar, and several programmes she has co-produced have received national AMTEC Awards.