

F-Abstracts

- 500 Adenkanye,T.O. **Women in agriculture in Nigeria; problems and policies for development.** Women's Studies International Forum

600 women were studied in 3 areas of Nigeria (west, east and north) so as to note the differences in their social and (agricultural) economic activities. The most important activities were care of children; housekeeping; and trading. The preferred activities, though, were less home-related, including more time on farming, processing and trading. They felt themselves left behind in the general drive towards development. The main policy implementation of the findings is that an employment-educational and incomes strategy needs to be devised for the women in order to enhance their contributions to agricultural and rural development in Nigeria and for their own personal fulfilment.

- 502 Afshar,H.(1984) **Moslemwomenandthe burdenof ideology.** Women's Studies International Forum 7 (4) 247.

The patriarchal nature of Islam has led to the total submission and exploitation of female workers, who though involved with production, have social contacts only in the home. This reduces the prospect of emancipation through competition in the labour market and makes them liable to be taken in by the idealised images of domesticity and motherhood that resurgent Islamic ideology presents.

- 503 Alam,S.(1985) **Women and poverty in Bangladesh.** Women's Studies International Forum, 8 (4) 361.

The phenomenon of female-headed households in Bangladesh is a new pattern. The author regards this not as increasing liberation, but as social abandonment of women - by husbands, and by male relations unable or unwilling to provide for women in contexts of family-based production. This growth of female-headed households is viewed in relation to commercialization of land; failure of industrial development; a critical decline in food availability; and the modernization of patriarchy. The author regards popular culture as now projecting women in overtly sexual terms, giving them a sexual role definition rather than as mother/sister/wife.

- 014 Argyris,C.(1980). **Some limitations of the case method: experiences in a management development program.** Academy of Management Review,5 (2) p.293.

Argyris suggests that the case method as used in a management development program may (1) facilitate learning that does not question the underlying values of executives or the policies of their organizations and (2) inhibits the learning that would enable the executives to question these basic factors and to

improve the application of new learning in the home organization.

- 056 BACIE.(1980) Case Studies. British Association for Commercial and Industrial Education, London, England.

Over 100 short cases, written by members attending one of the Association's Techniques of Instruction courses, together with an introduction on the use of case studies as a training aid.

- 057 BACIE.(1980) Case Studies for Practical Training. British Association for Commercial and Industrial Education, London, England.

More case studies, with a matrix index to help identify the issues covered in each case. Can be photocopied by purchasers for training purposes.

- 044 Barker,P.(1986). Information technology, education and training. In, Rushby,N. & Howe,A.(Eds). Aspects of Educational Technology XIX: Educational Training and Information Technologies - Economics and Other Realities. Kogan Page, London, England.

This paper looks at the nature of information technology, which has been presented over the last few years as a powerful tool to help in the solution of many of modern society's problems, and discusses its potential for helping the implementation of teaching, learning and training processes. Particular attention is given to the concept of, and need for, intelligent teaching machines and/or workstations for educational use. The likely future role of information technology in the design and construction of CAL/CBT workstations is then discussed.

- 045 Bayard-White,C.(1985). Interactive Video Case Studies and Directory.National Interactive Video Centre/Council for Educational Technology, London, England.

This contains in-depth case studies of the use of interactive video for training in 5 British institutions, giving details of problems encountered and costs. The book concludes with a directory of discs available, and of projects working on interactive video. A useful introduction.

- 033 Berridge,J.(1987). The value of outcomes in the case method. In, interburn, N.R.(Ed) Proc. 3rd Int. Conf. on Case Method research and Application. Centre for Continuing Education, The City University, London, England.

Suggests that though case writers are urged to achieve accuracy and authenticity, the customary approach to management cases puts little emphasis on "what really happened". Berridge suggests that , without the outcome, the case does not represent the "whole truth". He critically appraises the value of the outcome, and its

role in teaching and learning strategies. The conclusions reached have applications in case research, authorship and use.

- 508 Bond-Stewart,K.(1984) Women's Problems. Zimbabwe Publishing House, Africa.

This book deals with problems such as education, food, housework, law, prices, unfaithfulness, by providing plays for women to act out, and so help women to identify and find solutions for their problems. These are backed up by further ideas and information for problem-solving, together with the addresses of useful organizations.

- 058 Boulton,W.R.(Ed). (Annual) Case Research Journal. Case Research Association, University of Georgia, U.S.A.

Provides a collection of case teaching materials each year, with no restrictions on the reproduction of materials from the Journal. Journals also usually contain one or two articles. Further cases are available, for a fee, from the Association; all are business-related.

- 511 Carr,M.(1984)Blacksmith,Baker, Roofing-sheet Maker....Employment for Rural Women in Developing Countries. Intermediate Technology Publications, London, England.

The author argues that traditional activities in which rural women have been engaged, such as handicrafts, can be unsatisfactory and insecure, generating low income for the workers. Using over 50 case studies, the book shows how less conventional businesses have developed the earning power of women, with evidence taken from 22 countries and covering 38 trades.

- 038 Case Clearing House.(-).A Note for Case Study Authors on Copyright and Permissions. The Case Clearing House of Great Britain and Ireland, Cranfield, England.

Includes a:

Sample request for permission to quote in part;
Sample courtesy letter;
Sample request for release of fieldwork-based case;
Sample release authorization.

- 089 Case Clearing House (-)Selected Notes on the Case Method of Teaching.(varied) The Case Clearing House of Great Britain and Ireland, Cranfield, England.

A collection of notes, of variable usefulness and mostly from Harvard Business School and directed towards the use of business cases. After an introductory section, there are papers grouped into teaching with cases; student approach to cases; case writing; and communications.

- 039 Council for Educational Technology. (1985) Copyright. Information Sheet No.6, Council for Educational Technology,

London, England.

A brief guide to copyright in the U.K., not intended to give more than an outline of the situation. Contains sections on basic copyright law; statutory relief for users; performer's protection; voluntary schemes; public performance.

- 046 Council for Educational Technology.(1985). CET Information Sheet No. 10: Videotex. Council for Educational Technology, London. England.

A short introduction to videotex, explaining the terminology and including sections on the various systems, costs and educational and training uses, with a useful bibliography for further reading.

- 047 Council for Educational Technology.(1986). CET Information Sheet No.11: an Introduction to Information Technology in Training and Education. Council for Educational Technology, London. England.

Extracts from this sheet have been used here, but it contains a useful annotated bibliography, guides to journals and abstracts, and a list of sources of advice, information and training on information technology.

- 040 Council for Educational Technology.() Guideline Two; Copyright Clearance, a Practical Guide. Council for Educational Technology, London, England.

A guide which will act as a day-to-day tool for those who have to consider any aspects of U.K. copyright law.

- 029 Davis,R.T.(1955) Some suggestions for writing a business case. In, Selected notes on the Case Method of Teaching. The Case Clearing House of Great Britain and Ireland, Cranfield, England,

A brief outline of the technique of writing a (business) case,including purpose, types,issues, facts needed, getting the facts on paper (i.e.starting the case; providing the background; introducing the significant facts; personal opinions of the casewriter; past or present tense; length of case; inclusion of statistics; the company's solution to the problem; proofing your case).

- 048 Dean,C. & Whitlock,Q.(1983). A Handbook of Computer Based Training.Kogan Page, London, England.

For managers, practitioners and academics involved in vocational and educational training, this book aims to be a comprehensive introduction to computer based training (CBT). The fundamental issues are discussed, as well as classroom examples. The book includes a guide to software, a glossary and a bibliography.

- 041 Dixit,M.R. & Jain,A.K.(1985) Experience with Case Method in Short Duration Executive Development Courses.

After considering the salient features of these short duration programmes, and the implications therein for the use of the case method, there is an analysis of the place and problems of class discussion, and a series of suggestions for making the case method an effective learning experience in short programmes.

- 003 Easton,G.(1982) LearningfromCase Studies. Prentice Hall International, Inc., London, England.

A book for the students who have to use and learn from cases. It shows how to analyse a case, evaluate the information, diagnose the problems, create possible solutions and choose the most suitable. Attention is also given to how to present the results in class, in reports and essays, and in examinations.

- 064 Evans,J.(1987) Case Study - the benefits of women-only courses.Transition, April, pp.16-17.

Describes a management development course at Ashridge Management College, England. It is aimed at senior women professionals who are already effective managers and have the potential to develop into leaders. The article outlines the reasons for the course, the reactions of some participants, and the contents of the course.

- 523 Gakuo,M.(1985) The Kenyan women and situation and strategies for improvement.Women's Studies International Forum 8 (4) 373.

This paper makes an observation of the Kenyan woman and her daily problems. It points out the responsibilities of women as mother, wife and worker in urban and rural situations. Aspects which have contributed to the current male-female situation are reviewed, and suggestions made as to ways in which Kenyan women can improve the situation.

- 524 Gardiner,J.(1976) ACase Study in SocialChange:Women in Society. Unit 32, Social Sciences ThirdLevelCourse D302,Patternsof Inequality.Open UniversityPress, Milton Keynes, England.

An examination of the position of women in Britain during the nineteenth century and some of the attempts to analyse it and change it. Four particular aspects are dealt with; what is the relationship between reform and revolution? What is the relationship between the social composition of a movement and its political perspectives? Is sex equality a meaningful, desirable aim? What is the relationship between capitalism and women's oppression?

- 049 Goodall,A.(1985). The Guide to Expert Systems. Learned Information, Abingdon, England.

This guide approaches expert systems from a practical point of view. It describes the type of work expert systems can do, and the resources needed to build them in terms of software, hardware and people.

- 528 Grieve, N. & Burns, A. (Eds). (1986) Australian Women: New Feminist Perspectives. Oxford University Press, New York, U.S.A.

A collection of essays dealing with the present and recent status of Australian women, with particular emphasis on their position in the political, sexual, work and family areas.

- 050 Hawkrigge, D. (1983). New Information Technology in Education. Croom Helm, London, England.

A survey of recent developments in information technology which aims to show how it can be used to improve the quality of education. Included are sections on IT in primary and secondary schools, teacher training, vocational and continuing education. Social, economic and technical problems are also considered.

- 051 Heaford, J.M. (1984). Myth of the Learning Machine. Sigma Technical Press; John Wiley and Sons, Chichester, England.

A two part discussion of computer based training, the first concerned to analyse relevant research and experience and the second to give practical advice on creating computer based training resources.

- 052 Health and Safety Executive. (1983). Visual Display Units. Her Majesty's Stationary Office, London, England.

This contains guidance and recommendations about the introduction of visual displays as they relate to the health and well-being of their users. The first part is concerned with possible health effects of VDUs and the second aims to provide general guidance on human factors in the introduction and operation of VDUs.

- 068 Holter, H. (1985) Cooperation and conflict - a case study of a women's research forum network in Norway. Women's Studies International Forum, 8 (1) 37.

Describes the organization of an association formed to study women's mutual relations in various settings. The purpose, structure, positive results, and some of the types of conflict that developed in this association, and how the latter were avoided, are discussed, and the question asked as to whether deliberate conflict avoidance is functional for a feminist network or organization.

- 532 Inamdar, H.V. (1984) Separate University for Women. The Progress of Education, 59 (5) 90-94.

A brief history of the S.N.D.T. Women's University,

India, together with outlines of the current situation of courses there and likely future developments.

- 269 International Centre for Public Enterprises in Developing Countries (1982). Interregional Seminar for the Implementation of Training of Management for Industrial Public Enterprises in Developing Countries, 1982, Ljubljana. ICPE, Ljubljana, Yugoslavia.

Some of the papers are of use, principally those which describe training and training courses in e.g. nepal, Guyana and the Philippines. There is also information on the training of trainers.

- 595 International Centre for Public Enterprises in Developing Countries (1983). International Expert Group Meeting on the Possibilities for the Advancement of Women through the Operation of Public Enterprises in Developing Countries, 1983, Colombo, Sri Lanka. ICPE, Ljubljana, Yugoslavia.

Includes an issue paper by the ILO on working women and public enterprises; the position of women in India, in Nigeria; women as decision makers in Sri Lanka; and the roles and responsibilities of public enterprises for the advancement of women.

- 268 International Centre for Public Enterprises (1984). Expert Group Meeting on Research in Public Enterprise Management Training in Developing Countries, 1984, Kuala Lumpur, Malaysia. IPCE, Ljubljana, Yugoslavia.

Contains a variety of papers on management training, principally on the assessment of training needs in organizations such as public airlines, national banks and electricity corporations, but also including evaluations of effectiveness together with a selective bibliography on management training in the public sector. Several of the papers are case studies.

- 311 International Labour Office (1980). Women in Rural Development - Critical Issues. International Labour Office, Geneva, Switzerland.

Considers the problems of disadvantaged rural women, specifically the effects of different agrarian structures, of market intrusion on rural women's work, the form of the household economy in agricultural societies, self-management, and the role of women's organizations. Critical areas for research and action are suggested.

- 313 International Labour Office (1985). Women Workers in Multinational Enterprises in Developing Countries. International Labour Office, Geneva, Switzerland.

A comparison of women workers employed by multinational companies in 30 different companies, covering factors such as wages, hours and working conditions; fringe benefits; labour relations; and quality of life. An evaluation is made of the effects this employment

has on women's roles, their position in society, and on national development.

- 586 ISIS (1984). Women in Development: a resource guide for organization and action. ISIS Women's International Information and Communication Service. New Society Publishers, Philadelphia, U.S.A.

Gives a systematic exploration of the relationship between women and multinationals, rural development, health, education, and migration, and what women, in both developing and developed nations, are doing to change the conditions of their lives. Consists of overview articles, each ending with selected sources and comments on the usefulness of these sources.

- 534 Jahan, R. (Ed). (1980) Women in Asia. Minority Rights Group, London, England.

This report focuses on nine Asian countries - Pakistan, India, Sri Lanka, Bangladesh, Philippines, Indonesia, Korea, Japan and China - and reports on the wide disparity in life styles and opportunity structures for different groups of Asian women, based on differences of socio-political systems, ethnicity, religion, culture, class and urbanization.

- 021 Juch, B. (1983) Personal Development: Theory and Practice in Management Training. John Wiley and Sons, Chichester, England.

A guide to personal development for management education and training. Learning and development models are considered, and the author develops a Personal Inventory Exercise which he suggests is more readily applicable than the well-known Kolb Learning Style Inventory. Gives a useful overview of learning theory as seen from the trainer's point of view.

- 074 Kilcourse, T. (1981) Writing case studies. BACIE Journal, Jul/Aug, pp.23-25.

An article written as a result of finding a lack of information on the skills of writing cases. Aspects considered include defining objectives; developing skill or knowledge; assumptions and attitudes of the target group; sources of data; quantity and form; design options.

- 010 Kralj, J. (1985) The live case method for teaching, consulting and research in business studies and management. In, Winterburn, N.R. (Ed). Proc. 3rd Int. Conf. on Case Method Research and Application. Centre for Continuing Education, The City University, London, England.

The author finds that conventional case studies of the orthodox Harvard style do not entirely satisfy his needs in education and training for business studies and management. Live case methods are used instead, and the

author has developed specific live cases to attack actual organizational policy and/or functional problems, using also role playing and brainstorming. Spinoffs are that the suggestions of participants are often put into practice by industrial organizations, they provide a valuable research base, and also allow the writing of conventional cases.

- 539 Leghorn, L. & Parker, K. Women's Worth: Sexual Economics and the World of Women. Routledge and Kegan Paul, Boston, Massachusetts, U.S.A. 1981.

Using the premise that Patriarchal economic systems are founded on women's unpaid labour, the authors investigate the economic basis of women's culture across cultures. They postulate that women's oppression is so deeply institutionalized worldwide that it is firmly entrenched in all social, political and religious systems; examples are quoted.

- 035 Liljamo, R. (1987). Barriers to the use of the case method. In, Winterburn, N.R. (Ed). Proc. 4th Int. Conf. on Case Method Research and Application. Centre for Continuing Education, The City University, London, England.

Case writing and use in Finland started in the 1960s, but there is still a lot of resistance to them. It is suggested that major barriers are the Finnish culture and educational tradition, particularly the latter - authoritarian, with rigid timetabling, isolation, and little university teacher training. Also, there is a great need for indigenous cases because of the differences in e.g. size, types of problems, legislation, culture, etc., which make American or British cases difficult to use.

- 535 Manso, A.J. (1986) Some social and demographic characteristics of Southeast Asian refugee women in the U.S. Paper to the 83rd Annual Meeting of the Southern Rural Sociology Association, Florida, Feb.

There are over 700,000 refugees from Southeast Asia in the U.S., 44% of them women. Many were competent professionally or as entrepreneurs before leaving Asia - the women of Southeast Asia have a relatively high social status compared with women in other Asian countries. However, they are stereotyped in the U.S. as poor and uneducated refugees.

- 107 McClintock, C. (1985) Process sampling - a method for case study research on administrative behaviour. Educational Administration Quarterly, 21 (3) 205-222.

This review of how to sample in case study research has three main purposes:

1. to highlight the conceptual importance of defining processes;
2. to identify the methodological advantages;
3. to suggest that information management is an

important aspect of the administrator's job of affecting performance.
The case cluster technique is claimed to offer a way to structure case study research so that data collection, analysis and reporting can be done in a more focused way.

- 077 McGraw-Hill. (-) Guidelines for Bias Free Publishing. McGraw-Hill, New York, U.S.A.

This book has been written for the authors and staff of McGraw-Hill, but any author, whether of books, or of cases or other learning materials, will find this short book of use. The book starts from where implicit bias has been recognised, e.g. the use of 'he' when including both masculine and feminine genders, and aims to give practical advice and guidance on equal treatment of the sexes, fair representation of minority groups, and fair representation of disabled people.

- 053 Meadows, A.J. et al. (1985). Dictionary of and Information Technology. Kogan Page, London, England.

This is aimed at both non-specialists and those with an interest in the area of IT, and at those in various specialist groups whose concerns overlap into the field of new IT. The dictionary contains over 2500 entries and is intended to cover all the major areas of IT.

- 585 Methuen (1985). Women: a World Report. Methuen London Ltd., England.

The report is on the lives of women throughout the world at the end of the United Nations' Decade for Women. In three parts, the first reviews the information assembled by the United Nations at the Decade's end; the second uses essays to focus, in varying degrees of detail or usefulness, on either work, family, education, politics, or sex, in ten different countries; and Part 3 gives major statistics in clear tabular form about women around the world.

- 548 Nelson, N. (Ed). (1981) African Women in the Development Process. Frank Cass, London, England.

Examines the role of the African woman within the rapid change which is taking place in Africa, and the effect of these changes on their lives, economic productivity, autonomy, and relationships with men of their households and of their communities. Consideration is given to the development process; the perceptions women have of development; the ways development has given rise to unequal opportunities; work and the household; and the key roles that women play in economics and in societies.

- 584 New Internationalist (1986). With These Hands. Video, 33 minutes. New Internationalist, Oxford, England.

An account of women's role in African agriculture, comparing three different countries (Kenya, Zimbabwe,

Burkina Faso), illustrating the clash which occurs between corporate power and village democracy, and the conflict between traditional male authority and newly organized women.

- 036 O Cinneide, B. (1984). **Case method problems in smaller countries: a case writer's view..** In, Winterburn, N.R. (Ed). Proc. 4th Int. Conf. on Case Method Research and Application. The City University, London, England.

The author claims that effective cases are those to which audiences relate most closely, but that there is a scarcity of real-life indigenous cases in smaller countries. Despite that, the low demand makes any suppliers reluctant to research and develop them, especially when coupled with the difficulty of getting them published commercially. The writer is optimistic, though, provided an appropriate business/marketing strategy is adopted, and he details his approach to the research/development/propagation problem.

- 555 Pala, A., Awori, T. & Krystal, A. (Eds). (1983) The Participation of Women in Kenya Society. Kenya Literature Bureau, Nairobi, Kenya.

A book based on a conference in Nairobi in 1975, held to examine the available data and the research needs regarding women's participation in society. Major sections are on women in rural development; women and the legal system; education and training of women; and the image of the African woman in society. There are other background papers, and a considerable amount of detail is obtainable.

- 054 Parsloe, E. (Ed). (1983). Interactive Video. Sigma Technical Press; John Wiley and Sons, Chichester, England.

Intended for interested first-time users, amateurs and professionals, this book is a good introduction to interactive video. Sections include: applications - the way in which interactive video is already being applied in both education and training; video technology, computer technology, key concepts and equipment.

- 037 Peppas, S.C. & Peppas, S.R. (1987). **Quantitative methods and approaches used in analyzing case studies: an examination of cultural differences.** In, Winterburn, N.R. (Ed). Proc. 4th Int. Conf. on Case Method Research and Application. Centre for Continuing Education, The City University, London.

In response to a concern about American students' lack of mathematical skills and ability to analyze problem situations competently, this initial study was done to see whether American students differ from students in other parts of the world in terms of their approaches to solving problems and their use of, or preference for, quantitative analysis. The authors found no significant relationship between either of the above and

geographical/cultural background.

- 009 Reynolds, J.I. (1980) Case Method in Management Development. International Labour Office, Geneva, Switzerland.

A practical guide aimed to help with the more effective use of the case method in the total process of developing managerial skills. In four sections, aimed at different audiences, Part 1 has the intention of helping participants study by means of cases; Part 2 is for teachers and trainers wanting to use the method; Part 3 is for those wishing to write cases; and Part 4 for institution heads and training directors who wish to promote the use of the method in their institutions and organisations.

- 557 Robertson, C. & Berger, I. (1986) Women and Class in Africa. Africana Publications, London, England.

A collection of 13 essays on 9 countries in west, central, eastern and southern Africa. These essays explore women's experiences in class formation, class consciousness, dependence/autonomy, and access to resources. In all of the geographical regions, the women are mainly in farming, are mainly unwaged, providing a resource which subsidizes male labour and ensures the reproduction of the labour force.

- 042 Roebuck, K. (1986) Notes on a practical approach to the objectives and strategies of teaching by the case study method, in particular for teachers of management in colleges of further and higher education.. In, Selected Notes on the Case Method of Teaching. The Case Clearing House of Great Britain and Ireland, Cranfield, England.

A guide which was written for teachers new to the case method, biased to account for the conditions most likely to be found in colleges of further and higher education. Includes sections on how the instructor prepares, and on teaching style and classroom strategies.

- 088 Rosenthal, N. et al. (1985) Social movements and network analysis - a case study of nineteenth century women's reform in New York State. American Journal of Sociology, 90 (5) 1022-1054.

Examines the organizational affiliations of nineteenth century women reform leaders in New York State as a case study of relations among social movements. Women's organizing efforts show three distinct periods of activity between 1840 and 1914, with significant changes in the relations among organizations from period to period.

- 034 Rotch, W. (1985). Case teaching notes. In, Winterburn, N.R. (Ed): Proceedings Third International Conference on Case Method Research and Application. Centre for Continuing Education, The City University, London, England.

Rotch emphasises the importance to the case of the teaching note, an item to which he feels too little attention is paid. In developing his thesis, he outlines purposes of teaching notes and their possible range of contents: he then gives several brief examples of notes from cases and the purposes they serve in each case.

- 424 Sculli,D.(1984) Using business games in engineering education. Engineering Education 75 (3) 159-161.

Arguments for the use of business games in engineering courses are presented. It is suggested that they can teach some of the quantitative techniques of decision making and demonstrate their significance in practice.

- 561 Seager,J.&Olsen,O.(1986) WomenintheWorld:an International Atlas. Simon and Schuster, New York, U.S.A.

The authors use both normal statistical sources plus newspapers and journals to create an atlas in which maps are grouped into subjetscs - marriage, motherhood, work, resources, welfare authority, body politics, change and statistical politics. Each map has a limited amount of analysis and discussion, together with references. The maps give a visually effective display, but some of the sources used, and the brief amount of discussion, means that some of the information is less balanced than others.

- 030 Simmons,C.M.(1981) The Case Method: A Guide for Caribbean Trainers. Caribbean Centre for Development Administration, Garrison, Barbados.

A guide prepared by CARICAD for public sector managers and trainers in the Commonwealth Caribbean who are interested in the writing of cases and the use of the case method, but have had no experience. Basic aspects of case methodology are examined, including: the case concept and types of cases; the case method and its use; preparing the case; case presentation.

- 093 Spanier,B.(1984) Inside an integration project: a case study of the relationship between balancing the curriculum and women's studies. Women's Studies International Forum, 7 (3) 153-159

Presents a view by the project director of a federally funded integration project in a small eastern U.S. women's college. Various stages and kinds of women's studies are given as examples, and distinctions made between superficial integration and more profound effects which lead to a struggle between traditional and feminist scholarship.

- 026 Stuhler,E.A.(1984/5/7). (Papers in Volumes 2, 3 and 4 of) Winterburn,N.R. (Ed). Proceedings of The International Conference on Case Method Research and Application. Centre for Continuing Education, The City University, London, England.

Stuhler gives considerable detail about a long and wide-ranging experiment done to determine the comparative merits of the case method and of lecturing. The experiment lasted for several years and included several German universities and the University of the Philippines. Motivation, interaction, learning experience, and achievement were evaluated, together with adaptation difficulties of organizations, faculties, and students.

- 568 Tellis-Nayak, J.B. & Costa-Pinto, S. (1979) Towards Self-reliance: Income Generation for Women. Divine Word Publications, Indore, India.

A practical book intended for women workers at subsistence level which aims to improve self-reliance and development of the target group, not only through generating income but also hopefully through moving into business. Consisting of text, case studies and a list of resource agencies, the book includes: context of income generation, planning income generating programmes, change with and through people and the small entrepreneur. Though written for India, it may be a useful exemplar.

- 013 Tixier, M. & Berridge, J. (1985) Cultural transfer in case study usage. In, Winterburn, N.R. (Ed). Proc. 3rd Int. Conf. on Case Method Research and Application. Centre for Continuing Education, The City University, London, England.

A useful critical discussion of the potential of the business case for 'cultural neutrality', together with a detailed examination of certain key components of business-related culture. The influence of culture on the case method is traced through the sequence of identification of case material and authorship up to the teaching/learning processes in the classroom context. The concept of cultural awareness is developed, and suggestions made as to how this may be operationalized both intellectually and in terms of managerial skills as part of the case method in business education.

- 571 UNESCO. (1983) Bibliographic Guide to Studies on the Status of Women: Development and Population Trends. Bowker/UNIPUB/UNESCO Paris, France.

A useful and comprehensive documentation of works dealing with women in Africa; the Arab region; Asia; Eastern Europe; Latin America; and the U.K., U.S.A. and Western Europe. After a general introduction quoting sources dealing with labour force participation, and women's role in economic development, the major part of the bibliography is devoted to research on the status of women, development, and population trends.

- 573 UNESCO. (1984) Social Science Research and Women in the Arab World. Frances Pinter, London/UNESCO Paris, France.

The book presents studies on Algeria, Egypt, Iraq, Libyan Arab Jamahiriya, Morocco, Saudi Arabia, Tunisia and Sudan, which describe the situation of women and research in the respective countries, and how future research could be rendered more relevant to their concerns and to the needs of other women in the region. Contains useful references and select bibliography.

- 579 UNESCO.(1985) Women in the Villages, Men in the Towns. UNESCO. H.M.S.O., London, England.

A study encompassing 5 countries - Bangladesh, India, Republic of Korea, Philippines, Thailand - of the changes which take place in rural areas, and to the women left behind when men leave and go to the cities to supplement family incomes. Consideration is given to changes in the social organization of the family, and its authority, structure and economy; and to the effect on the village community, and the participation of women in the social and political life of that community.

- 270 United Nations Industrial Development Organization /International Centre for Public Enterprises in Developing Countries (1984). Training Programme for Industrial Public Enterprise Management Trainers, 1984, Ljubljana. IPCE, Ljubljana, Yugoslavia.

Deals with training needs assessment, curriculum development, and training practice in e.g. Ghana, Mauritius, Jamaica, Malaysia, Nepal, Uganda. Also includes a bibliography, a guide to the development and use of instructional technologies and learning aids, and the use of case studies in developing countries.

- 027 van Woerden, W.M. & Lelieveldt, S. (1987) **Two formats concerning the case method, for students and for teachers.** In, Winterburn, N.R. (Ed). Proc. 4th Int. Conf. on Case Method Research and Application. Centre for Continuing Education, The City University, London, England.

This paper presents preliminary findings on an educationally-based approach to the case method. To teach students how to solve problems, both this process and the teaching-learning process must be taken into account, and this is being done by the authors in producing two preliminary formats. The format for teachers is presented in outline; this ensures that all the tasks necessary to ensure the best learning are considered when writing a case.

- 098 Weinshall, E. & Raveh, Y-A. (1983) Managing Growing Organizations - A New Approach. John Wiley and Sons, London, England.

The role of the case method in training executives and in management education, as well as in cross-cultural behavior, is discussed in different parts of the book.

- 101 Winterburn, N.R. (Ed). (1984) Proc. 2nd International Conference on Case Method Research and Application: April 1984, The City University, London. Centre for Continuing Education, The City University, London, England.

A conference held every 18 months for practitioners and theoreticians of the case method of instruction. Of particular relevance in this volume are; some preliminary results on comparing the case method with lecturing as a system of instruction; case writers' problems in smaller countries; and difficulties that can ensue when using cases translated from another language.

- 102 Winterburn, N.R. (Ed). (1985) Proc. 3rd International Conference on Case Method Research and Application: September 1985, The City University, London. Centre for Continuing Education, The City University, London, England.

As for the Second Conference. Contains papers on - further analysis of a comparative teaching experiment; case teaching notes; cultural transfer in case study usage; the live case method; Indian experiences with running cases on both short duration and long duration courses; and others.

- 103 Winterburn, N.R. (Ed). (1987) Proc. 4th International Conference on Case Method Research and Application: April 1987, The City University, London. Centre for Continuing Education, The City University, London.

Contains a further selection of papers on case method, of which those of particular relevance are referred to under each author's name (Berridge, Liljamo, Peppas, Stuhler, van Woerden), but other papers are of interest in a general or a particular way.

- 591 Women's Review of Books. Women's Review Inc., Wellesley, Massachusetts, U.S.A.

A monthly listing of books by and about women and women's studies, together with long and useful reviews of some books.

- 592 Women's Studies International Forum. (1985) The U.N. Decade for Women: an International Evaluation. 8 (2).

The entire issue is devoted to considerations of the position of women in various parts of the world, and the impact of the Women's Decade. Also included is a report from the coordinator of the International Conference on Research and Teaching Related to Women.

- 587 Zed Books (1985). Women in Nigeria Today. Zed Books, London, England.

Papers from a seminar at Ahmadu Bello University, Zaria, Northern Nigeria, in 1982 on the nature of women's oppression. It contains a few good and interesting case

studies, but many of the papers are general and repetitive.

- 055 Zorkozy, P.(1984). Information Technology: an Introduction. (2nd.Ed). Pitman, London, England.

An informative and well-organised introduction to a wide range of systems. Section 1 explains the main areas of application and Section 2 gives the technical background, well explained and supported by line drawings. Chapter headings include telecommunication, optical systems, video, computers and computer vision, data protection, expert systems, microforms, voice communication, data networks, electronic mail and videotex.