

Donald N. Bigelow, ed.
SCHOOLWORLDS '76:
NEW DIRECTIONS FOR
EDUCATIONAL POLICY.
Berkeley, California:
McCutchan Publishing, 1976.
308 pp.

"A manifesto calling for continued national leadership" is how Bigelow hopes readers will perceive the twenty articles he has assembled here. These papers, commissioned to stimulate reflection upon four retreats that Bigelow organized in 1974, uphold the concept of "networking," the process of sharing resources across institutional borders.

Over the past decade, Bigelow has set up networks as the Washington-based manager of a \$40-million Federal program, the Training of Teacher Trainers (TTT). After Congress refused to appropriate further funds for his projects to align Arts and Science professors with school practitioners and Education professors, Bigelow decided to apply this TTT model by bringing together Humanities professors, educators, and others. This book is an account of what happened when 120 participants spent several days exploring such issues as equality and elitism, mid-life career changes, moral education, and the interdependencies of educational and other socio-economic policies.

Taken individually, some of the papers are constructive, even provocative, espousals of the network concept. Michael Rossman, counter-culture activist, projects a utopia where teacher training is absorbed into processes of community learning. Historian Page Smith proposes a universal curriculum based on principles of law and medicine. Theodore Sizer,

former Education Dean at Harvard, argues for the creation of learning environments where blacks and whites occasionally might study together. (Sizer offers this integration scheme as if it were his brand new inspiration, when actually the U.S. Government had already given funds for starting such a system in Boston in 1972). One finishes these and other papers with a hopeful attitude about the future.

But taken together, the articles never seem to converge or to build upon each others' resources. Consequently, readers seeking a better demonstration of networking potential will have to consult the seminal work on the subject, Donald Schon's *Beyond the Stable State*.

Bigelow has the integrity to publish criticism of the discussions which followed presentations of papers. Malaise is apparent. The most revealing critique of the discussions is that of Benjamin DeMott who depreciates the participants for riding hobbyhorses and for reinventing the wheel, the group process specialists for making inappropriate interventions, and himself for not genuinely wanting the societal changes he has made a career out of saying he wants. As a result, DeMott's "Evasion at the Border" is salutary reading.

Indeed, some of Bigelow's problems might have been skirted if DeMott-like assessments had been available about the University of Chicago's Conference on the American High School in the mid-1950's and about John Gardner's White House Conference on Education in the mid-1960's. These meetings were the beginnings of the national network for a dialogue on U.S. educational policy that Bigelow longs for. If he were scrupulously fair, he might have mentioned them. He has little com-

puction about advertising his own name: it crops up more often than a modest or secure editor might tolerate.

In addition, this book is politically naive. Except for a paper by Fordham Dean, Jonathan Messerli, anticipating a coalition between teacher unions and education professors, there is little awareness that ultimately educational futures will be shaped by such societal forces as the bargaining that goes on among interest groups. Contrary to Bigelow's implicit assumption, real schoolworlds will *not* come out of hoping that somehow diversified persons will "connect," that over a weekend they will be able to hammer out consensus on desired ends and means, and that relevant policy-makers necessarily will jump at their declarations. Policy-making depends on ideas that have been tested and on evidence that is more balanced than a mix of strangers can devise on the spot.

Tens of thousands of Federal dollars were apparently committed by Bigelow for the papers and discussions on which this book centers. Judged by his own stringent standards of network-building and of providing a compelling manifesto of clear public importance, *Schoolworlds '76* seems about as adequate as its title, which has a '76 designation while the book focuses on events in '74. However, for Canadians now contesting the OECD Examiners' claim that Ottawa should exert more national leadership in the country's education, the book is worth citing. It is an example of the costly disappointments that well-intentioned federal bureaucrats sometimes can produce.

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Mary Lou Zoglin.
POWER AND POLITICS IN
THE COMMUNITY COLLEGE.
Palm Springs, California:
ETC Publications, 1976.
166 pp. \$8.95.

In *Power and Politics in the Community College*, Mary Lou Zoglin analyzes the decision-making process as central to the governance of American community colleges. She is admirably equipped for this task, having served for the last fifteen years in positions of leadership on boards and associations within the California community college system. This experience has been usefully assessed in the pages of this lucid book, mercifully free from jargon and cant.

In keeping with the nature of her experience, Zoglin's strongest chapters are those which deal with the Board of Trustees and the relationship of that body to the professional staff of the colleges. The American practice, with some exceptions, is to elect trustees only from the community-at-large on the ground that lay control best ensures the educational interests of all. Canadian colleges have been much quicker to include staff and students as members of the college Boards of Governors. In both countries, however, trustees and governors have been uncertain of their roles, and the Board has too often degenerated into a "rubber stamp" for administrative action. Zoglin provides much useful guidance as to the proper function of a college board, and her book could certainly be discussed with profit by all who exercise positions of responsibility through membership on these bodies.

Particular attention should be paid to Zoglin's material on the role of the Board of Trustees when acting as an official court of appeal or in the capacity of an ombudsman. For there is considerable evidence that unless the exercise of power in community colleges is restrained by checks and balances, or confined within well-understood constitutional limits, the