

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

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results will be disastrous. Witness this extract from the *Report* of the Superior Council of the Province of Quebec to the Minister of Education (July, 1975):

The position of Director General of a college is currently seen as a graveyard of leaders. Statistics show that the average 'life span' of recent Directors General was 1.8 years. That is to say that the colleges burn out a generation of leaders in less than two years!

The opposite occurs when chief administrators, backed by reactionary boards, squelch creativity and steadfastly resist even the most modest innovation or reform: for example, when the Executive Director of the Association of Canadian Community Colleges proclaims with surprise that two college administrators have indicated that their faculties should not be given copies of *College Canada* (see Vol. I, No. 2, Nov. 1976).

Zoglin has not paid enough attention to the important question of the distribution and limitation of power within the community college system, probably seeing it as beyond the scope of her book. A few lines are devoted to the concept of "accountability," but the term needs much more precise definition; and it is necessary to look elsewhere for details of possible operational models. When all of the problems connected with the "accountability" of a college to its community and the "accountability" of staff and students to the college have been solved, we may look forward to the accreditation of colleges as a real possibility and to the day when colleges can be left to manage their own affairs subject, perhaps, to an external evaluation every five years!

In summary, Zoglin has written an excellent introduction to the subject of power and politics in the community college. Like all good books, however, this one raises far more questions than it answers.

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Dorothy Harper.  
**EYE IN THE SKY: INTRODUCTION TO REMOTE SENSING.**  
Montreal: Multiscience Publications, 1976.  
164 pp. \$4.75.

What a twenty years it has been since the launching of Sputnik I: footsteps on the moon, unmanned exploration of the solar system, satellites in geostationary orbit beaming TV signals to remote corners of Canada and satellites spying on the USSR and the USA.

Satellites in earth orbit can now obtain and transmit immense quantities of information by means of remote sensing. This is of special interest to Canadians because of the remoteness of so much of our huge country. At the present time we are making considerable use of two American Landsat satellites which are in pole to pole, sun-synchronous orbits and so always travel from North to South during daylight hours. They are able to estimate crop production, spot forest fires, monitor glaciers and do many other tasks by means of remote sensing. In *Eye in the Sky: Introduction to Remote Sensing*, Dorothy Harper introduces the reader to the field of remote sensing by dealing with the study of the earth that is taking place by means of these Landsat satellites. As both a spectroscopist and a teacher, Harper is well equipped for writing this semi-popular account of the field. In the first half of the book, she gives the technical background required to properly understand how satellites sense from afar, how they collect data, how they process the data. In the second half, she describes in detail practical applications of remote sensing such as the monitoring of oil spills, the location of fishing grounds and the study of currents in the ocean.

An incident indicating the usefulness of these satellites occurred recently when a ship which was conducting marine seismic explorations in the Arctic wanted information on ice formation quickly. From Prince