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The book's overall strength is that it gives readers a sense of both the contextual past and the future possibilities of a growing tradition of research on teaching and learning in higher education. Following the groundbreaking work of the Carnegie Foundation, this book contributes to efforts to raise the status of teaching in colleges and universities, institutions notoriously resistant to change.

The only shortcoming I found was the book's inattention to broader social and cultural influences on college teaching. It might be said that this is a critique less of this book than of the general direction taken by most scholarship of teaching research to date. However, introducing the concept of the teaching commons implicitly raises the issue of whose experience can be voiced in that commons. How can a teaching commons exist, particularly at this moment in United States history, without taking issues like race, gender, sexuality, and disability into account? That said, I found this work an excellent text to help professors find practical ways to engage the work of teaching and to help administrators conceptualize ways to foster environments committed to exemplary teaching and learning.

Robert Zemsky, Gregory R. Wegner, and William F. Massy. *Remaking the American University: Market-Smart and Mission-Centered.* New Brunswick, NJ: Rutgers University Press, 2005. 218 pp. Cloth: $24.95. ISBN: 0-8135-3624-3

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Contemporary higher education institutions repeatedly find themselves at the receiving end of harsh criticism from students, lawmakers, and the general public for neglecting their traditional missions and pursuing strategies that seem to both distance the academy from its primary stakeholders (students) and breed an internally fragmented culture based on personal advancement. What happened to make the picture of academe change so dramatically in just 40 years' time?

The short answer is that changing social and economic conditions in the early 1970s gave birth to the "marketization" of higher education; and like a misunderstood child, it has wreaked havoc on the system every since. Markets, for all of their woes, are here to stay but can the strong mission orientation of the past still be preserved? Is it possible for institutions to be both market-smart and mission-centered? This is the fundamental question that Zemsky, Wegner, and Massy seek to answer in *Remaking the American University.*

The first four chapters lay the foundation for the rest of the book. The authors begin by tying the current state of affairs to the development of the system following World War II. They then introduce the "administrative lattice" and "academic ratchet" as a way to explain the expansion of institutional bureaucracy and gradual shift in faculty members' time toward research and away from undergraduate education. Chapter 3 describes how the market for undergraduate education can be likened to an escalating "arms race" while the fourth chapter offers a primer on the theory of nonprofit provision and its most important corollary, cross-subsidization.

The middle section of the book deals with how emphasizing markets and eschewing mission have shaped the way institutions now operate. Chapter 5 explores the implications of marketization on publishing academic research. Chapter 6 discusses intercollegiate athletics but with a twist—by looking at how the scholar-athlete who still persists in the Ivy League shapes enrollment decisions. Chapters 7 and 8 focus on the institutions' education side by examining market innovation (or lack thereof) as it applies to the overblown hype surrounding e-learning and consider how market incentives can put teaching on an equal footing with research.

The last section maps the road ahead. Chapter 9 deals with education quality and how it can be increased in a market without rewards while Chapter 10, on access, argues that a more integrated K–16 system is needed to redress problems with recruiting and retaining truly "at risk" students. In the last two chapters, the authors call for more dialogue on how public policy can meet the challenges of a system whose future expansion will be heavily influenced by private resources. They also discuss the role that institutional leaders must undertake if things are to truly change.

Overall the book offers much to both the lay reader and to academics unfamiliar with higher education economics. The topics it covers are timely, and the authors' analyses pull together a wide range of difficult economic concepts and present them in a way that is easy to understand. The historical background alone makes this book a worthwhile read. To my knowledge, it makes a first contribution in tying contemporary economic research on the functioning and failures of higher education markets to its critical roots. And while the authors immediately point out that much of the work presented here has shown up in other forms, the chapters on commercial publishing and e-learning are novel additions to the mainstream economic topics. The discussion behind why higher education elected to outsource academic publishing in the first place and the consequences

of doing so arguably provides one of the finest examples in the entire book of how wedded universities are to marketization and how murky the market is for nonprofits.

If I have one general criticism, it is the overwhelming attention to what are abusively termed "medallion" institutions. For a book that purports to be an analysis of the *American* university, I was halfway through before finding an example or anecdote that did not refer to the top 30 *private* universities; even the elite publics, with the exception of Michigan and Berkeley, are ominously missing from the first part. The second half pays some attention to several of the larger public universities and those private institutions outside the Ivy League; but by that point, it is clear where the authors' familiarity and biases lie.

Nowhere is this perspective more evident than in the chapter on intercollegiate athletics. By focusing on enrollment decisions that are particular to a remarkably small group of institutions, the authors ignore how critical college athletics are to the non-elites in fostering institutional identity and alumni support—concepts that are closely tied to the mission-centered/market-smart thesis and, in the case of the latter, key to understanding the university's economic role as a "donative" nonprofit. While there are understandable reasons for focusing research efforts on the behavior of elite institutions, the way those findings are presented here leaves the wrongful impression that the balance in mission and market the authors seek cannot be found in the less selective, less research-intensive, more teaching-oriented regional institutions.

In the end, the book is well written and does primarily what the authors indicate; it draws together 30 years of scholarly and administrative experience with higher education economics in general and markets in particular in a framework for thinking about where the system has been and where it is going. The conclusions reached are, for the most part, appropriate although the final four chapters could easily be shortened into a more enlightening summary. As it stands, the topics presented at the end are disconnected and the suggestions for improvement vary too much between cautious (greater dialogue) and ambitious (restructuring K–16) to be of any practical use. The real added value from *Remaking the American University,* to take a page from William Massy, is in the middle chapters where the content, concepts, and analyses offer something for everyone.

David T. Conley. *College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready.* San Francisco: Jossey-Bass, 2005. 256 pp. Cloth: $24.95. ISBN: 0-7879-7397-7.

Reviewed by Donovan R. Walling, Director of Publications, Phi Delta Kappa International

College Knowledge is based on a three-year project, Knowledge and Skills for University Success (KSUS), 1998–2001, designed and directed by the author. This project, sponsored by the Association of American Universities, had the goal of identifying what students who enter college need to know and be able to do to succeed in entry-level courses. David T. Conley, a professor of Educational Policy and Leadership and founding director of the Center for Educational Policy Research at the University of Oregon, brings solid research credentials to this work, along with practice in higher education and 12 years of public school teaching and administration.

Conley contends that high schools are increasingly successful at preparing students to gain admission to college but less successful at ensuring that their college-bound graduates can successfully do college coursework. He divides the book into three parts. Part 1, the first six chapters, focuses on high school aspects of college preparation. The three chapters in Part 2 then focus on the college experience, particularly the first year. Part 3, roughly the second half of the book, pinpoints knowledge and skills standards for college success in six areas: English, mathematics, natural sciences, social sciences, second languages, and the arts. Part 3 concludes with a useful chapter of university work samples. The book's appendix is a helpful checklist for college readiness.

The premise from which the author proceeds is straightforward: "High schools are designed to get students to graduate and, in the case of college-bound students, to make them eligible for admission to college—generally the public university in that state. They are not necessarily designed to enable students to succeed in college" (p. 3). If the reader accepts this premise at face value, then the book unfolds predictably. The premise is not unfounded, but the ground here is not as solid as the author would have us believe.

Indeed, one suspects that many high school educators, the target audience for this book, will reject this assertion on the grounds that the role of high schools is neither merely to produce diploma-holders nor to fit up their college-bound students for entry into higher education. High schools do fulfill these roles; but they are and do much more, an argument that Conley acknowledges but im-