

quiry and discussion that are most likely to improve the process of learning" (p.71). Especially troubling to Bok is the fact that colleges and universities presently have no adequate tools to evaluate the effects of undergraduate education or of particular instructional methods. "The most basic need," he writes, "is to develop serviceable methods for measuring students' progress toward common educational goals" (p.67).

The book ignores graduate education, but a chapter is devoted to an interesting discussion of professional schools in law, medicine, and business. (Bok was dean at Harvard Law before he ascended to the presidency). Librarians will observe that some of the generalizations apply to library education as well. The subsequent chapter on "New Developments" focuses on continuing education, education for public service (with both of these themes being tied to professional education), and the "computer revolution." The greatest educational benefit of the new technology, Bok believes, is that as more teachers begin to use it, they are bound to think more carefully about the teaching/learning process. (Certainly in many libraries, the imminent arrival of automation has prompted an examination of basic assumptions about current procedures.)

In "Prospects for Change," his concluding chapter, Bok considers several developments in the social environment that help shape the agenda for higher education. Among these is the vast and rapid growth of knowledge, illustrated by Harvard taking almost 275 years to obtain its first million books and only five years to acquire its last million. As a result of the knowledge explosion, there must be greater emphasis on continuous learning, more active forms of instruction, and more thought-provoking examinations and written assignments. Most important of all, "universities need to make a sustained effort to investigate the process of teaching and learning and to evaluate its effects on students" (p.176). The book's last section examines the process of educational reform. Bok contends that reform of higher education is not going to come significantly from competition, from external

pressure, or from the faculty, who tend to agree with the proposition that "nothing should ever be done for the first time" (p.186). Instead, we need to rely on strong deans, provosts, and presidents, working with "a willing faculty" (p.197). Ironically, academics become deans and presidents and then have little time to pursue an intellectual agenda. "Instead, they must devote almost all their energies to the very administrative tasks for which they are so notably unprepared" (p.195).

Unfortunately, *Higher Learning* has few footnotes and no bibliography or "Suggestions for Further Reading"; it ignores research and graduate education entirely; it is not nearly so well organized as a whole as it is within its smaller units; and it is never clear about why reforms need to be undertaken, other than the obvious point that things could always be better. "In sum," Bok both observes and admits, "American universities do not face a crisis or a utopia (p.200). Nevertheless, the book is sufficiently insightful in its parts, and particularly so regarding our infatuation with curriculum, to make it an important item on the reading lists of all workers in the higher education industry.—Richard Hume Werking, Elizabeth Coates Maddux Library, Trinity University, San Antonio, Texas.

**Newman, Frank.** *Choosing Quality: Reducing Conflict between the State and the University.* Denver, Colo.: Education Commission of the States, 1987, 121p. \$10.50.

Longtime leader and observer of higher education, Frank Newman, president of the Education Commission of the States, has in this brief work tackled the big and elusive problem of the pursuit of quality in the university. Rather than focusing solely on the university itself, Newman's thesis is that ultimately the achievement of quality depends upon a constructive relationship between state government and the state university and the intermediary structures such as the multicampus system office, the governing board, and the coordinating board.

The quality that interests Newman pertains to overall university performance—

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teaching, research, and public service activities. In particular, he is interested in the approximately 100 major state university campuses in the nation. His study involves a number of case studies of state/university relationships examined through a multitude of interviews with key actors in this arena: state governmental personnel from governors to legislators to various staff members; university personnel from presidents to deans and other administrators; members of system offices, board members, and the like; and various contributors to the literature. The product is impressionistic and prescriptive. The evidence upon which his assertions are based is soft; he notes that there are few objective measures available for dealing with the nature of public policies and university/state relationships. Although quality is the focal point for the study, the term remains undefined in an operational sense and is employed only in a most general way.

Newman notes that universities understandably chafe under state involvement in their business and continually appeal for more autonomy. The trend, however, is in the opposite direction. True, the state university is a special breed and does not thrive as just another state agency. But states need what their universities have to offer, and the great growth and importance of higher education since World War II has made it an important focus for public policy initiatives. Thus, state intrusion in the university has been increasingly evident, at least from the perspective of many academicians. The problem is not quite so simple according to Newman. A distinction must be made between appropriate public policy initiatives and inappropriate intrusion. The real question is where and when one draws the line, and this will depend largely on one's perspective. The trick is to get these diverse participants operating in harness in pursuit of quality.

Newman finds that "... the most frequent irritant undermining the state-university relationship is the difficulty of achieving an appropriate division of missions among institutions of higher education. There is broad consensus that institutional ambition has led to unnecessary growth of institutions as well as a wasteful overlap of programs" (p.43). This difficulty over missions is caused by a "single pyramid of institutional prestige" where the greatest rewards and prestige are seen as accruing to the research university. The resources and political support are not available to sustain multiple research universities, and ways must be sought to pursue quality in a more highly differentiated institutional matrix. He offers little in the way of solutions to this difficult issue.

What does matter besides the elimination of improper intrusions by the state? Newman suggests three other factors: aspiration, tradition, and leadership, with aspiration being the prime ingredient. He finds that high aspirations for university excellence characterizes only about half of the states and universities studied. Here again, however, Newman cautions that aspiration levels must be constrained within an appropriate institutional mission.

Although this work is very impressionistic, it does convey the insights of a savvy and experienced university man. He has something to say to all of the key actors involved in the enterprise of higher education from university faculty members and administrators to board members to members of the legislative and executive branches of state government. Newman challenges us all to pursue the quest for quality while alerting us to the fact that there are multiple legitimate actors who must be taken into account if this quest is ultimately to be a successful one.—Richard M. Johnson, *Department of Political Science, University of Illinois at Chicago*.

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