

journals on college teaching can do to provide better support for teaching. For these reasons, the book is highly recommended for faculty, administrators, and others who seek to improve the quality of teaching and learning on college campuses.

Reclaiming the Game: College Sports and Educational Values

By William G. Bowen and Sarah A. Levin

Princeton, NJ: Princeton University Press, 2003, 490 pages

Reviewed by **Dr. Richard E. Newman**

Presbyterian College

Reclaiming the Game is a sequel to William Bowen and James Shulman's book *The Game of Life*. The work's major premise was to provide further examination into what many professionals believe to be a growing separation between intercollegiate athletic programs and the academic missions of colleges and universities devoid of "big-time" sport programs. In so doing, the authors expanded their previous database and quantitative analyses in order to broaden their examination of the potential negative impact that athletic programs may pose on institutions placing a high value or premium on their academic mission and reputation.

Data for the investigation was collected from selected schools in a number of athletic conferences, leagues, and associations. Included for study were member institutions in the Ivy League, the New England Small College Athletic Conference (NESCAC), and the University Athletic Association (UAA). In addition, three women's colleges were represented in the research project along with several coed liberal arts colleges located throughout the United States.

Part A of the book, chapters two through six, offered an objective view of student-athletes within the aforementioned campus settings. Recruiting has become the lifeblood for today's successful athletic programs, perhaps to a degree that talent is deemed more important than coaching. This emphasis on recruitment, in turn, has enticed schools with selective admission policies to "yield" an admission advantage to recruited athletes versus "walk-on" athletes or non-athletic peers. The principle reason for this is because athletic programs want to field competitive teams within their local, regional, and national spheres of competition. The authors have indicated that if you combine an admission advantage with other related factors, i.e., academic credentials, the changing scenes underlying athletic participation, existence of an "athletic culture" within the institution itself, interests and priorities of the recruited athlete, and so forth, academic underperformance becomes a prevalent reality. Data revealed through this research also shows academic underperformance to be consistent as well as statistically

significant. In essence, the researchers showed the existence of a substantial "academic-athletic" divide.

Part B, chapters seven through nine, addressed the forces that are fostering a division between academics and athletics. The primary roles or functions of conferences have changed over time. Governance of eligibility and parity of competition among member institutions has been replaced by the pursuit for national prestige and revenue production. The athletic enterprise itself has contributed to an "academic-athletic" separation. Specialization among athletes, a professionalization of coaches, the allure of national championships, and female programs quietly adopting a "male model" of athletic competition were chief among such forces contributing to the "academic-athletic" rift. The authors concluded part B with some trends in higher education itself that have contributed "to the growing disjuncture between intercollegiate sports and the academic core of selected colleges and universities" (Bowen & Levin, 2003, p. 219).

Part C, chapters ten through fourteen, was devoted to a proposed agenda for reform efforts. The writers made a strong case for a holistic approach to the existing problem if there is any hope to see any substantial reform success. After stating some of the "potential" harm an "academic-athletic" divide can inflict on colleges and universities, the authors offered eight core principles to guide a harmonious existence between academic integrity and athletic programs. Targets for change were a variety of components at the institutional, conference, and national level. Major variables included recruiting practices, admissions policies and procedures, coaching specialization, athletic program intensity, NCAA national championships, and the possible alteration of national affiliation or structure by institutions. In summary, guidelines for any successful major reform effort will require putting athletic programs back into the hands of students who have a bona fide desire to maximize and capitalize on all of the educational opportunities they are afforded during their undergraduate experience.

Reclaiming the Game is a must read for individuals in higher education who have an honest, legitimate concern about maintaining the proper relationship between athletic programs and the academic missions of our colleges and universities. The authors present a viable course for changing a potentially harmful "athletic-academic environment," a path that far outweighs the myriad of band-aid "fixes" that is seen in recent reform efforts directed toward some of the problematic areas inherent in intercollegiate athletic programs. Although the book may not be of vital importance to orientation professionals, it will serve as an excellent foundation for those working with student-athletes and particularly senior student affairs officers.