

MODELS FOR CHRISTIAN HIGHER EDUCATION: STRATEGIES FOR SUCCESS IN THE TWENTY-FIRST CENTURY

EDITED BY RICHARD T. HUGHES AND WILLIAM B. ADRIAN.
WM. B. EERDMANS PUBLISHING CO., 1997.

Reviewed by Thomas Bourque, TOR

As we face the new millennium, Richard Hughes and William Adrian offer us a contemporary overview of Christian higher education in the United States. Their work highlights the commitment and mission of seven major faith traditions that contribute to the quality of Christian higher education. *Models for Christian Higher Education: Strategies for Success in the Twenty-First Century* challenges those who are called to minister at colleges and universities in the Christian tradition to reflect on the mission and vision of the institution. The historical and encompassing nature of the book offers insights and inspiration to those ministering in Christian colleges and universities so that Christian higher education can grow and thrive in the future.

After an introduction by Hughes, the book is organized into seven major categories: Roman Catholic Tradition, Lutheran Tradition, Reformed Tradition, Mennonite Tradition, Evangelical/Interdenominational Tradition, Wesleyan/Holiness Tradition, and Baptist and Restorationist Traditions. Each of these sections begins with a well-written explanation of that faith tradition in Christian higher education. The explanations are then supported by two case studies of specific colleges or universities that exemplify that particular faith tradition. One of the delights of the essay format of this book is that it is not necessary to read the sections in order. The overview of the seven faith traditions and their role in Christian higher education is summarized by Adrian in the conclusion titled, "The Christian University: Maintaining Distinctions in Pluralistic Culture."

The purpose of the book was to identify the manner in which each of the faith traditions made a unique contribution in providing Christian higher education in the United States. In particular, the study was designed to answer the following two questions: How is it possible for Christian institutions of higher learning to develop into academic institutions of the first order while, at the same time, to nurture in creative ways the faith commitments that called these institutions into existence in the first place? And how is it possible for Christian colleges and universities to weave first-class academic programs from every fabric of their commitments?

The following institutions were invited to participate in this project:

Faith Tradition	Institution
Roman Catholic	University of Portland (OR) St. John's University/College of St. Benedict (MN)
Lutheran	California Lutheran University (CA) Saint Olaf College (MN)
Reformed	Whitworth College (WA) Calvin College (MI)
Mennonite	Fresno Pacific University (CA) Goshen College (IN)
Evangelical/Interdenominational	Seattle Pacific University (WA) Wheaton College (IL)
Wesleyan/Holiness	Point Loma Nazarene College (CA) Messiah College (PA)
Baptist and Restorationist	Pepperdine University (CA) Samford University (AL)

The 14 colleges and universities participating in this project provide the reader with an overview of seven faith traditions and their contribution to the mission and quality of Christian higher education today. Throughout the 14 case studies, the reader discovers the paradoxes which call educators to become Christian leaders who embrace the essential elements of message, learning, community, and service. Christian educators not only address the ideals of a faith-filled community, intimate relationships, total commitment, and gospel living; but they also live them. Each of the case studies demonstrates that Christianity is an experience to be reflected upon, internalized, and lived out. Most of all, it is the experience of a relationship between oneself and God, as well as others. It implies the importance given to relationship with others.

Being an educator in Christian higher education calls for a questioning attitude and an appreciation for truth, faith, wisdom, and mystery. Beneath all the movements and growth experiences of each of the colleges and universities profiled in this study, it is evident that God's power and grace are at work. Christian higher education also calls for a questioning heart that leads individuals closer to God and their faith communities. It also challenges them to embrace the meaning of paradox as they continue to develop their worldview from their particular faith tradition.

Each of the case studies reiterates the need for educational leaders to understand the forces that shape the community and the institutions that they lead. Leaders of Christian higher education institutions must also be thoroughly knowledgeable about the past, widely informed about the present, and willing to substitute the common good for their own. Throughout the histories of each of the Christian colleges and universities in this study, Christian

leadership emerges as a result of years of hard work, persistence, vision, confidence, caring, and nurturing. Each college and university case study details how the particular institution sought leaders who had vision, breadth, and enthusiasm as personal characteristics.

The essential ingredient emphasized is the important role that the mission and vision of each college or university played in its development and how they are continually addressed. This study points to the fact that both vision and mission are integral components in Christian higher education. The uniqueness of each Christian college or university is its esprit in light of its diverse Christian tradition, mission, vision, and worldview. And yet, despite the differences, the missions and visions will have much in common, for each Christian vision is centered on Jesus Christ.

Throughout each of the case studies, the authors give evidence of how Christian higher education struggled with the problem of clearly articulating a vision and mission. During the historical periods of transition in each institution, Christian educators found themselves attempting to adapt to the historical moment. In the United States, Catholic religious women and men, Christian Church leaders, and Christian educators responded to the demands for education. Besides establishing educational institutions for learning and training, the colleges and universities also became a means of financial support and affirmation of one's own faith tradition.

The "Christian identity" issue continues to be discussed and debated among the churches and religious communities sponsoring Christian colleges and universities today. Through this process of discussion, Christian colleges and universities remain alive and well.

The many traditions and voices of Christian higher education make this book useful to the reader. I salute the editors of this book for their commitment to Christian higher education and for providing the reader with thoughtful case studies from seven faith traditions. This book provides individuals ministering in Christian higher education with a challenge to reflect upon the mission of their respective institutions as the new millennium approaches. The book can be a means of personal enlightenment for the reader and a springboard for thoughtful and thought-provoking discussion in academic communities.

History and time have placed many challenges before the Christian higher educational communities; but, despite occasional setbacks, Christian higher educational institutions have made their mark on United States educational history. They still face many challenges, but as history and this book demonstrate, Christian colleges and universities continue to clarify and articulate their vision and mission. It is evident that the world and the respective faith traditions would be much poorer today without the growing contribution of Christian higher education.

Thomas Bourque, TOR, is provost and executive vice president at Franciscan University of Steubenville, Ohio, and serves on the Provincial Council for the Franciscan Friars, TOR, Province of the Most Sacred Heart of Jesus.

INSIGHTS ON LEADERSHIP: SERVICE, STEWARDSHIP, SPIRIT, AND SERVANT-LEADERSHIP

EDITED BY LARRY C. SPEARS. JOHN WILEY & SONS, 1998.

Reviewed by Lois K. Draina

Thirty years ago, Robert K. Greenleaf wrote his famous essay, "The Servant as Leader." Since Greenleaf's death in 1990, his philosophy and insights on leadership continue to be promulgated by the Indianapolis-based Robert K. Greenleaf Center. Larry C. Spears, executive director of the Center, has edited a superb collection of essays reflecting Greenleaf's concept of servant-leadership titled *Insights on Leadership: Service, Stewardship, Spirit, and Servant-Leadership*.

Insights on Leadership taps current and respected authors/scholars for their thoughts and strategies on shared responsibility, leading by example, and establishing a sense of community—all hallmarks of Greenleaf's servant-leadership legacy.

The text comprises 33 essays organized around four themes: service, stewardship, spirit, and servant-leadership. The essays are refreshing because they are rooted not only in a spiritual domain but also in exemplary and successful practice. For example, Jack Lowe, Jr., CEO of TDIndustries, an employee-owned company, addresses the role trust plays in a servant-leadership organization. He summarizes for readers a practical perspective on how servant-leadership is implemented and the results of "trusting relationships" enjoyed by all employees. Not surprisingly, in 1993 TDIndustries was included in the best-selling book *The 100 Best Companies to Work for in America*. Similarly, in another compelling essay, James Conley and Fraya Wagner-Marsh provide a number of specific examples of corporations successfully attempting to infuse a kind of value-driven spirituality and stewardship in the workplace.

With a recent proliferation of mass-market business writing that includes an element of the spiritual, it is safe to assume the themes of service and stewardship could become redundant and stale. Yet *Insights on Leadership* offers a variety of approaches, with fresh and singular perspectives. This is due partly to the different disciplines the authors represent as well as the creative approaches these authors take to applying the servant-leadership philosophy and model to specific work problems. Dr. Robert E. Kelly, author

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