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Reviewing *Dreaming Dreams for Christian Higher Education*

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Dreaming Dreams for Christian Higher Education. By David S. Guthrie. Beaver Falls, PA: Falls City Press, 2020. xxvi+ 266 pp. ISBN: 978-0986405181 (PAPERBACK) \$19

D*reaming Dreams for Christian Higher Education*, by David S. Guthrie, is a resource aimed at both administrators and faculty members. In the book's forward, Guthrie's longtime colleague Bradshaw Frey describes the book as one that possesses "much power as an academic catechesis" (p. xii). Through engaging the reader in a series of pertinent discussions regarding subjects having to do with the healthy perpetuation and propulsion of Christian higher education well into the next millennium and hopefully beyond, Guthrie has attempted to educate, challenge, and empower his readers. Chapters chronicle his own academic journey via personal anecdotes, team-related projects, committee involvements, speeches, and seminar presentations. A gauntlet is thrown that beckons the reader to pick it up and dream higher on behalf of an educational system that needs re-launching and a new trajectory. Especially in light of COVID-19 and the many challenges to which it has given birth, Guthrie wonders, "What might dreaming dreams for Christian higher education look like, given new realities that are unfolding ...? How will Christian colleges and universities respond with courage and creativity ...?" (p. 4).

In chapter 1, "The Idea of a Christian College: A Reexamination," the author refers to material that he presented at a conference in 2001, specifically asking how one might respond to the aforementioned challenge to be courageous and creative in the context of Christian higher education. While the presentation was delivered two decades ago, it poignantly lays the groundwork for the author's case by asking the pivotal question, "Christian Scholarship ... For What?" (p. xx).

Chapters 2 and 3, titled "The Project of Christian Higher Education" and "The Saga of a Christian College" respectively, deal with the plight of assessing the landscape in which educators and institutions alike find themselves. Ultimately, Guthrie suggests Burton Clark's notion of "institutional saga" for consideration (1972, p. 178).

Chapters 4 through 6, respectively titled “Educating for Godly Wisdom in the Shadow of Empires,” “Christian Higher Education and the Challenges of Postmodern Individualism” and “The ‘R-Word’ and Its Alleged Relevance . . .,” deal straightforwardly with the cultural issues that have, in the author’s opinion, created the current precarious academic environment.

Chapters 7 through 11 offer proposals for knitting together a strategic, practical response within the courageous and creative context suggested earlier. Suggestions include the following:

1. Effective leadership in the academy (p. 121)
2. A strategy for personal assessment in the academy (p. 165)
3. A strategy for student affairs professionals within the academy (p. 196)
4. A strategy for articulating expectations in regard to student conduct (pp. 211-213)
5. A strategy to remember why it is that people do what they do as academics in the first place (p. 217).

The concluding chapters (12, 13, and the epilogue) are a self-effacing, encouraging, and idea-filled conclusion to an engaging and thoughtful presentation.

Guthrie has most assuredly waded into a world where assessments, rubrics, and syllabi tend to rule and reign. In *Dreaming Dreams for Christian Higher Education*, he has provided a context wherein those who find themselves fatigued and academically lethargic might find hope, courage, and creativity again. And for those who are not so fatigued, their dreams might be equipped to soar even higher.

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