

THE UNION SEMINARY REVIEW

VOL. XXXVIII.

APRIL, 1927.

No. 3.

A SKETCH OF THE LIFE OF REV. HENRY ELIAS DOSKER, D. D., LL. D., L. H. D.

*(Professor of Church History, Louisville Presbyterian
Theological Seminary, 1903-1926).*

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For those not well acquainted with Dr. Dosker, it may be well, before my expression of appreciation of him, to give, in a few words, the data of his life.

He was born in the Netherlands in February, 1855, at Bunschoten. His father was the Rev. Nicholas Herman Dosker, pastor of the Christian Reformed Church at Bunschoten, and his mother was Wilhelmina De Rondon. Henry Elias, for that was the name given him, was educated in the Dutch Gymnasium, a school of secondary education that corresponds roughly to our academy or high school. The family came to this country in 1870, the Rev. Nicholas Dosker having accepted a call to take the ministry of the Second (Dutch) Reformed Church of Grand Rapids, Michigan. Henry E. was sent to Hope College, Holland, Michigan, from which he graduated and of which he was one of the most distinguished alumni. He then entered McCormick Seminary without, of course, leaving the membership of the Dutch Reformed Church in America. His first church was a country pastorate in Ebenezer, near the city of Holland, Michigan. His second church was the First Reformed Church of Grand Haven, Michigan,

mere argument could ever directly bring faith in God to birth in a man's soul."

These books were read together largely by chance, but they make good companions. Mr. Martin emphasizes the place of emotion in religion, Dr. Brightman the place of thought, and Mr. Baillie the place of life.

PRINCIPLES OF RELIGIOUS EDUCATION. *By Earl Edward Emme and Paul Raymond Stevick.* The Macmillan Co., New York. 1926. Pp. 285. \$1.75. This is the first comprehensive statement of principles written in the field of religious education. The authors discuss first the character of human nature as viewed by psychology, sociology and historic Christianity. Then they examine the ultimate aims of religious education and the specific aims for each period of the unfolding life. This section is followed by a discussion of the methods by which these aims are to be carried out, which involves a consideration of the learning process, the curriculum, and the principles of administration. The last section emphasizes the type of leadership such a task demands.

The authors have read broadly, and summarize their material well. While they make use of some of the values of behavioristic psychology, they are not dominated by it. The statement of aim is good, putting the emphasis on life, yet stressing the pupil's relationship to God.

I can't agree with their statement of human nature from the Christian viewpoint and their attitude toward the Bible. This book should be read by every serious student of Religious Education.

THE GANG AGE. *By Paul Hanly Furfey, Ph. D., Instructor in Sociology in the Catholic University of America.* The Macmillan Co., New York. 1926. Pp. 189. VARIETIES OF ADOLESCENT EXPERIENCE. *By E. Leigh Mudge, Ph. D.* The Century Co., New York. 1926. Pp. 134. The first sentence in "The Gang Age" is indicative of the attractiveness of the book, "There comes a time in the life of every boy's mother when she feels like the hen which hatched ducklings". Dr. Furfey gives us a masterly treatment of the recreational needs of boys from ten to fourteen. He has a thorough acquaintance with psychology and a first hand knowledge of boys. He blends, therefore, finely theory with interesting case studies. At the end of each chapter he lists, and briefly describes, the books bearing on the subjects discussed. This is one of the most valuable features of a book which every worker with boys would do well to read.

Dr. Mudge bases his book on papers written by one hundred women who were students of his at college. This means that it deals with

only one sex, and that what they say of their earlier adolescent experiences is colored to some extent by their later adolescent, or adult viewpoint. The book is non-technical and easy to read, as most case-study books are; but I can't feel that it adds very much to our knowledge of adolescents.

CASE STUDIES FOR TEACHERS OF RELIGION. *By Goodwin B. Watson, Ph. D., Instructor in Educational Psychology, Teachers' College, Columbia University, and Gladys H. Watson, A. M.* Association Press, New York. 1926. Pp. 296. \$3. This is a new type of book in religious education and a thought-provoking one. The first part of it presents in concrete form real problems that we face in our work with boys and girls, such as discipline, expressional activities, worship, etc. Different solutions are suggested, and references are given to sections of a large body of material which bear helpfully on the question in hand. This material has been carefully collected from the writings of our ablest educators, and fills more than half the book. It would prove helpful indeed to those trying to develop fresh programs for the Workers' Conference, and could be used, as suggested by the authors, in a study class. One will have to be on his guard, however, as a rather extreme educational viewpoint is taken which gives little place to ideals in the control of life.

ADVENTURES IN HABIT-CRAFT. *By Henry Park Schauflier.* The Macmillan Co., New York. 1926. Pp. 164. \$2. This is another unusual book. It gives the actual steps by which a teacher and father endeavored to build right moral habits into the lives of the boys and girls for whom he was responsible. There are seventeen chapters dealing with as many important moral traits. The procedure is the same in each chapter. First, the class is faced with several concrete situations which force them to examine their own idea of this moral quality; then it is carefully defined; then illustrated by stories from the Bible and general literature (these are splendidly chosen); then proverbs are listed which make its values easily remembered; finally, what he calls a habit-model is made by the pupils, which presents in a vivid, tangible way the lessons they have learned. It would serve splendidly for through the week classes, or Daily Vacation Bible School work with boys and girls from nine to sixteen.

INTERMEDIATE METHOD IN THE CHURCH SCHOOL. *By Frank M. McKibben.* The Abingdon Press, New York. 1926. Pp. 324. \$1.25. The Abingdon Religious Education Texts under the general editorship of Dr. David Downey have set a high standard for books in this field. Mr. McKibben's book, the latest in this series, measures up well. It