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## FIRST THANKSGIVING PROCLAMATION

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Teacher—The finest Christmas gift, it has been well said by Dr. Henry van Dyke, is not the one that costs the most money, but the one that carries the most love.

"Love came down at Christmas,  
Love all lovely, love divine;  
Love was born at Christmas,  
Stars and angels gave the sign.

"Love shall be our token,  
Love be yours and love be mine,  
Love to God and all men,  
Love the universal sign."

### FIRST THANKSGIVING PROCLAMATION.

ISSUED BY GEORGE WASHINGTON, 1789.

"Now, therefore, I do recommend and assign Thursday, the 26th of November next, to be devoted by the people of these states to the service of that great and glorious Being, who is the beneficent Author of all the good that was, that is, or that will be. That we may then all unite in the rendering unto Him our sincere and humble thanks for His kind care and protection of the people of this country previous to their becoming a nation—for the single and manifold mercies, and for the favorable interpretation of His providence in the course and conclusion of the last war."

### SAVING BOYS THROUGH BOOKS.

The influence of books is so strong, declares the woman at the head of a western library, that it often changes the entire course of a boy's life. In the Kansas City Times she says that many children are inspired to try for the best things in life because of reading the right book, and she gives this example:—

About fifteen years ago I heard a yell in the children's room. When I got there I found that the disturber was a little boy with light curly hair and blue eyes.

"Shall we put him out and take away his library privileges?" asked the attendant.

"No," I said.

Then I went over to the boy and asked him what was wrong.

"I can't stand it to read books," he said.

"Don't you even like picture-books?" I asked.

"Nope. Makes me want to jump up and yell."

"Come with me," I persisted, "and look at a few good books."

He agreed, and we looked through a dozen or more.

"Now I'm going to give you this book to take home," I said.

The book was "Tom Sawyer." The boy read it and liked it. He came back for more, and all the time his liking for books became stronger.

"I suppose at last he came in one day and made you happy by asking for 'Kant's Critique'?" suggested a visitor.

"Not at all," I answered. "The other day I went into the catalog-room and saw a young man looking through a list of scientific books. He had light hair and blue eyes. I knew him in a minute, and he knew me.

"He confided to me his ambition to know about designs and cornice making. He had ideals, and was looking up some pretty solid books.

"My hobby is saving boys through books,"—Youth's Companion.

### BOOK TABLE.

THE AMERICAN COLLEGE. A Study in Contemporary Education. By Abraham Flexner. New York: The Century Company. 12mo. 200 pp. Price, \$1.00, net; postage, 7 cents.

Abraham Flexner was born in Louisville, Ky.; a graduate of Johns Hopkins University, with his A. M. from Harvard University; he studied at the University of Berlin, Columbia University; he taught in Louisville for twenty years. For the last three years he has been engaged in studying educational systems, methods, and results in the United States, England, and Germany. This book is based on long contact and experience with secondary school and college methods and results and first-hand investigation of college students and college teachers in Europe and America. Citing the second annual report of President Henry S. Pritchett of the Carnegie Foundation for the Advancement of Teaching that the American college shows weaknesses which its best friends clearly recognize, Mr. Flexner analyzes the educational procedure of our colleges from the secondary school to the day when the bachelor's degree indicates that the entire process is finished. Mr. Flexner finds many things to criticize, and puts forth strongly what he considers some of the weaknesses of our present system; his ideas are indorsed by some of our most eminent men in education. There is much matter here to startle the complacent believer in our present system, whether parent, student, high school teacher, or college professor. If the book has no other effect than to awaken interest and stimulate discussion, it will be productive of real good.

LYMAN'S PLANE AND SOLID GEOMETRY. By Elmer A. Lyman, professor of mathematics in the Michigan State Normal College, Ypsilanti. New York, Cincinnati, and Chicago: American Book Company. Half leather. 340 pp. Price, \$1.25.

The demand ever made by the best teachers of to-day in geometry is a method and a book that shall keep students thinking keenly and clearly. Students are interested in the study of mathematics only in so far as they are able to think their way through the work. Because of this fact Dr. Lyman has prepared a geometry through which he thinks it will not only be possible but necessary for the student to work his way, relying on his own reasoning powers. Demonstrations of the more difficult theorems are given in full. The student early in the work gets into the spirit of working out demonstrations for himself. The proofs of many of the easier theorems are left for the student, although frequently a suggestion as to method of proof is given. Many easy exercises are introduced throughout the book bearing directly on the theorems which they follow. This affords the student an opportunity of applying the principles brought out in the theorem and offers a test of his ability to work out demonstrations for himself. Suggestions are given to the more difficult exercises to aid the student. In addition to the exercises scattered throughout the text, miscellaneous exercises are given at the end of each book. The student is left to his own resources in solving these exercises. Dr. Lyman cautions against assigning work too rapidly. We should make sure that the student is thinking his way along as he goes, otherwise the student will become discouraged and dislike the work. This is especially true at the beginning of both plane and solid geometry. Historical notes that add life and interest to the subject are inserted, but the mere statement of dry historical facts is avoided. The subject matter is very much abridged, many unimportant theorems being inserted as exercises, while interesting historical notes and problems add life to the subject. Problems of construction, with practical applications, are introduced early in the work. The treatment of the Theory of Limits is very much simplified.

A FIRST COURSE IN AMERICAN HISTORY. By Jeanette Rector Hodgdon. Book I. Discoverers, Explorers, and Colonists. Cloth. 312 pp. Price, 65 cents. Book II. The National Period. Cloth. 352 pp. Price, 65 cents. Boston, New York, Chicago: D. C. Heath & Co.

Here is a school history which will challenge comparison with the best now in use. There are several features of high popular qualities. It magnifies most