

Our next step was to decide on our table of contents, and I wrote on the board the topics I had collected and arranged.

For the next two weeks we were busy finishing our class discussion of the story, outlining the plots, and studying the characters and settings. We said little about our booklet, but each fellow was working steadily on his own paper.

Toward the end of our study, George Arliss came to town, playing Shylock in *The Merchant of Venice*. One of the boys who went to see the play discarded the topic he had been working on in favor of a new project, a comparison of Shylock and Isaac. We had two papers on the Jew already, but I refrained from telling him so. He seemed so very much interested.

Time wore on, papers were written and a few, by command of the editor, rewritten. At last all the papers were typed, the pictures were collected and mounted, and the volume was "bound." Their faces beamed with pride as those sophomores saw their volume passed around the class. Their editor had written a preface and dedication and another girl had written an introduction, so it really was a book.

All the pupils wanted to read the booklet in its entirety, so we placed it in the library. And it may have been, in part, pride in seeing their names on the papers which they had written that caused my pupils to suggest that we leave it there to help other classes which were reading *Ivanhoe*.

The following outline was used for this booklet:

- Map of the Ivanhoe Region
- Results of the Norman Conquest
- The Crusades
- Monks, Hermits, and Pilgrims
- The Military Orders
- Outlaws
- Characteristics of the Saxons
- Characteristics of the Normans
- Characteristics of the Jews
- Laws of the Time

- The Story of Richard the Lion-Hearted
- Ways and Perils of Travel
- Food and Table Customs
- Social Customs of the Feudal Age
- Furniture in a Medieval Castle
- Feudal Weapons
- Mode of Warfare
- Justice and Punishments
- Superstitions of the Twelfth Century
- Dress and Appearance
- Norman Architecture
- Minstrelsy

- Amusements—Jousts and Tournaments
- Drawing of the Field at Ashby

The following books were placed on the reference shelf:

- Adams—Civilization During the Medieval Ages
- Archer and Kingsford—The Crusades
- Bateson—Medieval England
- Cutts—Scenes and Characters of the Middle Ages
- Davis—Life on a Medieval Barony
- Greene—With Spurs of Gold
- Lamprey—Treasure Trove (story)
- Lansing—Magic Gold (story)
- Marshall—Cedric the Forester (story)
- Marshall—An Island Story
- Oman—Castles
- Philipson—Jews in English Fiction
- Quennell—History of Everyday Things in England
- Tappan—When Knights Were Bold

VIRGINIA GOOD

## AUTHORS' TRIBUTES TO THE PUBLIC LIBRARY

I CAN almost say that I owe to the public library the greatest mental stimulus of my life," Fannie Hurst writes to the American Library Association. "It occurred about twenty-five years ago when a keen librarian handed across the counter a book which she was recommending to a youngster in pig-tails. It was Spencer's *First Principles*. The picture of that librarian's intelligent, gray-eyed face, the very odor of the library room itself, are indelibly impressed into my memory.

"In the middle western city (St. Louis) where I grew up, books were the most casual aspect of the average middle-class home. There were a few 'sets' of the class-

ics in meticulously dusted rows on glassed-in shelves; Dickens, the Waverly novels, *Lives of the Saints*, Emerson, *The Decline and Fall of the Roman Empire*, Plutarch, and the complete works of Edgar Allan Poe. A few limp-leather editions lay on the living room table beside the Bible and a mail order catalog. Otherwise, he who would seek for books must dive into the public libraries.

"There has never been a time even up to the present in my intellectual life beginning when I was eight or nine years old that the public library has not served me as a faithful handmaiden.

"For the twelve years that I attended the public schools, both preparatory and high school, and later a university of that same middle western city, the public library stood at my elbow, not as an institution, but as a sanctuary where one could go for the advice of intelligent, interested librarians and where one could browse at will. Personally, my debt to the public library as an institution and to librarians as a class is a greater one than I can ever hope to pay even with everlasting gratitude."

*"Not Worth Educating"*

In a desolate little cove on the rocky shores of Norway, Ole E. Rolvaag, author of *Giants in the Earth*, spent his first few years. He was sent to school for several weeks each year until he reached the age of fourteen. Then his father withdrew the privilege because he believed the boy incapable of learning. It was then that he said to his son, "You are not worth educating," and the lad was set to the eternal task of fishing. But the Norwegian government supported and maintained at this outpost of the world a good, small library, so that the boy had books to read, and by burying his head and heart in books, he learned more than he himself realized. He was not hemmed in by his own little village and the flat sea, for only the world marked his boundaries and only the interminable past

traced the edges of his horizons. *The Last of the Mohicans* was the first novel that he read, and Dickens and Bulwer-Lytton followed fast after Cooper. Once it was rumored that in a village fourteen miles distant there was a copy of *Ivanhoe*. He walked the fourteen miles in order to procure the book, though it took two days to make the journey and return.

When Rolvaag came to the plains of South Dakota, he was drawn away from the farm where he worked for his uncle by the old urge towards books and knowledge. Consequently, at the age of twenty-three he entered preparatory school and at the age of twenty-eight was graduated from St. Olaf's College, where he now holds the chair of Norwegian literature.

To those small libraries in the little fishing villages of Norway we owe Rolvaag's contribution to our literature, *Giants in the Earth*, an epic of the pioneer's struggle with the plains, because it is within the books he read there that he learned to know the eternal verities of life. He expresses his appreciation of libraries and books in the following tribute which he wrote for the American Library Association.

"I could do without banks; I have hands and might learn to make things for barter. I could get along without bakeries; the art of breadmaking is not difficult. So, too, with shoe shops and clothing stores. I never owned an automobile; hence, I have not felt the need of the repair shop. I might even eliminate the jeweler, because the sun and the moon and the stars and the ebb and flow of the sea tell me of time and the seasons.

"Music I might do without; nature is full of song. Painting and sculpture, also, though I would miss all these things fearfully and I should grieve deeply if I could not have them.

"Not so with books, for they are to the soul what bread is to my body.

"My own lifespan is short and narrow.

Yet nothing but life matters to me. To learn about it, I must seek out the great interpreters—the poet, the dramatist, and the novelist. For their senses are keener than mine. They have strained their vision; they have laid their ear close up to the aching heart of Humanity and listened long and breathlessly. They have seen and heard things unspeakable. And the gods have lined their hands with a magic filament, the result being that everything they touch turns to beauty, even sordidness and vulgar ugliness. So I go to them to get wisdom and understanding and beauty. Every time I am with them my fellowship with Humanity grows more intimate.

"I enter the sanctuary where they are found. A spirit of reverence descends upon me. Here they stand, the Immortals of the Ages, in a holy silence. They do not call; they do not even beckon me—they stand waiting for me to come and get what they have to give. Had I nought else but this sanctuary, filled as it is with the fruitage of the human mind, my riches would yet be inestimable."

### THE PARENTAGE OF SOLAR OFFSPRING

A NEW scientific Book of Genesis, offering coherent explanation of the origin and growth of comets, meteorites, satellites, and planetoids and solving the old problems of the retrograde motion of the outer satellites, the "creep" of the axes of planets, and the reason the moon presents only one face to the earth, is announced by the University of Chicago Press. Dr. T. C. Chamberlin, eighty-five-year-old Professor Emeritus of Geology and Paleontology, whose death occurred only a month ago, is the author of this genealogy, called *The Two Solar Families—The Sun's Children*.

Advancing a "chondritic" theory of the origin of the cometary family, Professor Chamberlin completes the story of the sun's

offspring. Formation of planets out of seed-like accretions shot out of the sun under the attraction of a passing star is the planetesimal theory, first advanced by Chamberlin in 1896 and now accepted as displacing the nebular hypothesis of Laplace.

The chondrites which form the comets and meteors are like the planetesimals in size and structure save that they are not given the abnormal motions imparted by a passing star, but are constantly being erupted by the sun, which has a propulsive power almost equal to its power of attraction. The passing star, probably dead, swept by the sun from the southern heavens in a hyperbolic curve at tremendous momentum, within the range now occupied by the outer planets. It drew four great double shots from the opposite sides of the sun, the earth being the twin of Uranus, and threw them, in a disk, in revolutional motion about the sun, where they remained in equilibrium by centrifugal force. It imparted great mass to the spirally whirling cooling gases, and the fact that the particles were all moving in the same direction enabled them to grow around solid metallic cores.

The chondrites constantly being ejected from the sun, having dispersive motions, fall back to the sun unless they are propelled out far enough to be stopped by the light-push of neighboring stars. In the latter event they are then thrown into narrow elliptical orbits and form into swarms around their mutual center of gravity and become the heads of comets. They never form cores because of their motions and are never dangerous because of their slight substance. Gathering size in the feeding grounds billions of miles out, they gain speed as they approach the sun and are frequently broken up. Meteorites, which fall to earth about once a day, are accretions of chondrites which coalesced near the sun's heat. About seven billions chondrites or