

he is told by the teacher to study, than upon what he digs out for himself, not from a textbook but from many books. Curiously enough, many colleges as they made these curricular changes took few or no steps to equip their libraries to meet the new demands.

Recognizing the importance of the library in the new plan, the Corporation engaged, during 1925-1929, in a series of scattered grants totaling about \$200,000, for development of college libraries through purchase of books. These grants were not only helpful to the recipient colleges, but were illuminating to the Corporation. Experience showed that the average liberal arts college library was not equipped to handle effectively as much as \$5,000 worth of new books annually, and that the ordering of books was not well-done, the librarian often not having ready access to the market and very often having little skill in ordering.

This situation appeared to offer the possibility of useful activity to the Corporation, and in 1928 there was set up an Advisory Group on College Libraries, to study the whole problem of improving the quality of book collections in American four-year liberal arts colleges. As a result of this study nearly one hundred colleges have been aided, through grants totaling \$961,000, over a period of years to develop their libraries through purchase of books for general undergraduate reading.

As will be seen from the list in the Appendix, Section 6, these colleges are widely scattered over the United States. In trying to attain its general purposes the Advisory Group aimed at many specific things: a national distribution of recipients; a representative list of different types of four year liberal arts colleges; aid to colleges where "intellectual ferment" was in progress; the development of the general resources of the library, as distinguished from provision of extra copies of text-books, etc.; the selection of a few widely scattered colleges already possessing excellent libraries, which by additional funds could round out