

stration libraries in Free State, Kenya, Natal, Nigeria, and the Rhodesias (\$51,000); for adult education libraries in seven Australian academic centers, as will be seen in the list in the Appendix. In Australia the grants total only \$36,750. In New Zealand, five times that amount has been devoted for purchase of books in four university centers, and for library and related projects, including the New Zealand Traveling Library and Home Science Project (the latter with many library implications), for which Corporation grants total \$102,500. Mr. Kappel, recently returned from these areas, reports that one of the most useful Corporation grants was the small one of \$7,000 in 1929 to cover the cost of having collected in the United States and distributed to each of the principal colleges, universities, normal schools, and departments of education in Australia and New Zealand a small reference set of modern books on education and psychology.

### *Conclusion*

As might be expected there has been much discussion and criticism—preponderantly good—as to libraries and librarians. Some critics have been alarmed at the multiplication of library chores, the scarcity of well-trained and educated young men in the profession, the refinements of technique, the development of professional jargon, the sometimes vociferous claims for professional recognition, the missionary zeal for conversion to reading—shall we say for taking too many books too often to too many people—the emphasis on statistics, the dogged loyalty which induces most librarians to view with favor almost every proposal presented by their associates, the lack of a suitable ratio between quantitative and qualitative effort. It is a pleasure to be able to realize, however, that many of these things are the result of a young and growing profession which has devoted much of its energy to meeting pressing needs and demands in a post-war period, and that the best minds of the public and