

and the professional judgment of librarians must not be subject to censorship.*

To implement these standards, the Association of College and Research Libraries and the American Library Association will:

1. Publicize these standards to all colleges and universities and their libraries, all library schools, all library organizations, all higher education organizations, and all agencies which accredit academic institutions.
2. Seek to have these standards formally adopted or endorsed by all colleges and universities and their libraries, all library schools, all library organizations, all higher education organizations, and all agencies which accredit academic institutions.
3. Investigate all violations of these standards which are reported by members of the Association of College and Research Libraries. Such investigations will be coordinated and supervised by the Academ-

* Wherever equivalence is mentioned in this document, it refers to an equivalence between librarians and faculty at the same college or university.

ic Status Committee of the Association of College and Research Libraries.

4. Invoke the following sanctions against institutions of higher education which are found, after such investigation, to be in violation of any or all of these standards:
 - a. Publicize the violation and the institution concerned in *College & Research Libraries News* and other appropriate publications.
 - b. Refuse to accept advertisements in any ALA publication for positions at that institution.
 - c. Discourage its members from accepting employment at that institution, through notices in its publications and other means.

A reasonable amount of time—three to five years—should be provided college and university libraries which do not currently conform to any or all of these standards to enable them to do so. However, no such grace period should be provided to librarians which currently do conform, either wholly or in part, and which seek to deny or withdraw any such rights and privileges.

From Inside the DLP

By DR. KATHARINE M. STOKES

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On June 25, 1970, the members of Congress were notified by the Office of Education that 279 basic and supplemental grants had been made to 169 applicants for the purchase of library materials under Title II-A (HEA). On April 30, 2,032 applicants had been approved for awards, but it must have been a pleasant surprise to the institutions on the second list to

learn that their applications had also been successful. The delay in their approval occurred because their replies to inquiries from the Accreditation and Eligibility Staff of the Bureau of Higher Education had not been received in time for the April list. It was thought best to notify the large group and hold back funds to cover the grants for which some 200 institutions might later qualify.

When the determination of eligibility was completed, not all of the funds retained were needed to fund the approved institutions at the level of those on the April list. The extra money was divided among the thirty-five junior colleges and colleges serving only undergraduates which had rated highest in deficiency of size of collection. Since the Higher Education Act of 1965 allows no more than \$10 to be awarded for colleges' library resources for each full-time equivalent student enrolled in an institution, the amount already awarded to each of the thirty-five libraries per FTE student was subtracted from \$10 and the difference multiplied by its FTE figure. The resulting sum was added to the supplemental award about which the individual institutions had been notified in May. Although the amounts were rather insignificant for colleges with small enrollments, for a few junior colleges with large enrollments they could mean a substantial improvement in the size of the library collection available to their students. ■ ■

IS THERE AN
MPE
IN YOUR
BUDGET?

See Page 286

Shakespearean Prompt-Books of the Seventeenth Century

Volume V

Smock Alley *Macbeth*

Edited by G. BLAKEMORE EVANS, *Harvard University*. Part i, 36 pp. Part ii, 24 pp.
Paper, boxed. \$25.00

The Smock Alley *Macbeth* is the second publication by the Press of a group of eleven prompt-books associated with the Smock Alley Theater in Dublin. The editor has established the earliest possible date for this kind of prompt-book as 1674. The study of *Macbeth* in this unique form gives a vivid and valuable impression of how a play was produced in seventeenth-century London.

The Common Scientist in the Seventeenth Century

A Study of the Dublin Philosophical Society, 1683-1708

By K. THEODORE HOPPEN, *University of Hull*. xii, 297 pp. \$7.50

Learned societies, such as the Royal Society of London and the Académie des Sciences of Paris, were a central feature of the scientific revolution of the seventeenth century. K. T. Hoppen shows that a study of the work and membership of these groups is essential before any realistic assessment can be made of the scientific world at this time. The present book provides a detailed examination of one such institution—the Philosophical Society which flourished at Dublin between 1683 and 1708. The work, membership, and intellectual outlook of the Dublin Society, are placed firmly within both the framework of Irish history and that of the history of ideas.

Old English Preverbal *GE-* Its Meaning

By J. W. RICHARD LINDEMANN, *Virginia Polytechnic Institute*. xi, 71 pp., frontis.
Cloth, \$7.00. Paper, \$4.50

This study attempts to determine the lexical meaning of the Old English preverbal morpheme *ge-*, a prefix which occurs more frequently than any other in Old English literature. For centuries scholars have tried unsuccessfully to explain the function and original meaning of the *ge-*. By thoroughly examining specific and similarly structured texts, this work finally establishes the morpheme as a member of the preverbal system, all members of which had to have meaning in order to function at all.

John Lydgate

By DEREK PEARSALL, *University of York*. 312 pp., frontis., illus. \$6.75

The idea that dominates this book is that of the professional craftsman at work in a variety of poetic forms in response to the demands and occasions of his age. Lydgate's poetry, set against this background, is found to be of unexpectedly high quality, and, further, to be invaluable as a large and representative corpus of work which takes us into the very cellars of the medieval mind. Mr. Pearsall argues that in some ways, then, the reading of Lydgate can be seen as the essential preface to the reading of Chaucer.

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