qualifications to write the book; a list of competing texts, and a brief description of each. The proposal should also illustrate why the manuscript differs from the competition and include a description of the targeted audience.

Most publishers send proposals to "readers"—experts in the field. One pitfall of this practice is factionalization; "a manuscript can be killed by a reader who's a member of an opposing faction" (53). The author should warn the editor about possible factions. The manuscript will have a much better chance of being judged more fairly if factions are avoided.

Advances and Royalties

Advances are important because they can protect the author(s) financially if something does go wrong. Also, the larger the advance the more the publisher shows his or her interest in an author or authors. The author must keep in mind that an advance is taken directly from his or her royalty.

If the book is published, the author should understand that "the more copies of [the] book that the publisher sells, the higher a percentage price of each book returns to the author as royalties" (65).

I teach for a variety of reasons—mostly because I can't shoot subpar golf, carry a tune or write any better than Robert James Waller. Other than that, I simply love it.

– Randy Goodwin

Copyrights

Authors must keep in mind that "what academic authors write is the authors' property, unless the academic author sells it or gives it away" (75). A copyright gives the author the right to "sell it, print it, novelize it and pocket the money from doing so"(75). The most recent version of the United States copyright law holds that "authors hold the copyright to their work as soon as they finish writing it" (75). Even if an author does not register the copyright as soon as the publication is written, the author is still protected. However, it is wise to register the copyright as soon as possible.

Publishers may try to get the manuscript under a work-for-hire agreement. Work for hire gives the publisher all rights to the work, including re-publication, and the publisher is under no obligation to put the author's name on the manuscript.

All of the above guidelines are important to take into consideration before creating a manuscript, and should be taken into consideration before academic authors approach a publisher, so the authors will be able to publish without perishing.

Work Cited

Benjaminson, Peter. Publish Without Perishing: A Practical Guide for Academic Writers. Washington D.C.: National Education Association, 1992.

What Students can do on Computers

William A. Rooks, Jr., Assistant Professor of Marketing & Professional Sales

(adapted from a recent article. Full text available from the author)

Over the past three years, I have observed that some students do better than others in my course, Marketing Data Analysis. The course requires students to retrieve data from CD-ROM sources in the library and process it, which consists of developing an expert system on a PC and then use the data as input.

The student who did better in the course seemed to have a better understanding of the operations of personal computers. Based on these observations, several questions came to mind. Is there some way to effectively and practically measure a student's knowledge of computer operations? What knowledge is required for effective operation of a personal computer? Are certain computer use factors associated with levels of computer operations knowledge?

From a review of literature, it was clear that some knowledge of a PC's operating system was needed for effective operation. DOS (Disc Operating System) is an industry standard for IBM and compatible PCs. Researchers have suggested that there are certain DOS commands that are a "must know" for those seeking PC proficiency. These commands were listed in a survey instrument and administered to 403 students in a number of classes who were asked to define these commands.

Over the years I have been guided by the principle that the good life is one inspired by love and guided by knowledge. Foremost in my mind are love for my students and my profession and knowledge of my academic field and my strengths and weaknesses.

– Vassilis Economopoulas

Results

No single DOS command was correctly identified by all respondents, with correct identification ranging from 88.1% for "HELP" to 12.6% for "MSAV." The top 10 of 22 commands identified, and their respective percentages were:

"HELP"	88.1%
"DATE"	80.1%
"TIME"	79.9%
"FORMAT"	73.4%
"CLS"	71.5%
"DISKCOPY"	71.0%
"DIR"	65.8%
"DEL"	57.3%
"REN"	55.1%
"MEM"	52.9%

Based on analysis of the data, six commands (format, dir, del, copy, cd, md) were identified as being a more critical subset. In other words, these were commands more frequently identified in user manuals as required for proper installation of software. The average correct score for this subset was 51.6%, only slightly better than the over all average of 49.0%.

Students who have access to a work computer answered 54% of the DOS command questions correctly compared to 44% for those without work computers. Students who said they were comfortable or very comfortable using a computer answered 52% correctly compared to 41% for those who were not comfortable using computers. Students who were comfortable using applications software such as statistics, graphics or spreadsheets scored significantly better than their counterparts. And, as might be expected, the more hours per week students used a computer, the more DOS commands they could identify. Finally, gender did not indicate any significant differences between the means.

Conclusions

The results of this survey was a failing grade with an average of about 50%. Students with access to a home or work computer scored better than others. Further, students who were comfortable using application software scored higher.

The conclusion is that faculty trying to prepare students for the super information highway might want to consider increasing the amount of computer work we give these students, and this work should be in the quantitative and graphics areas, not just word processing.

How to write a grant : A formula for success

By Jackie Givens, Grants Office, Sponsored Programs

I've been handed a formidable task. Describe to this audience "How to Write a Successful Grant" in 500 words or less. Volumes have been written on the topic; expensive one to four-day workshops address the process. I'll do my best.

In determining what to focus on, given the constraints, it occurred to me that after ten years experience in the grants business, there is a formula I can share with you to enhance your chances of success: **one significant project + one appropriate sponsor + demonstrated expertise + adequate "homework" x sufficient preparation time = funded proposals**.

Let's look at each one of the factors of the equation. Funders "invest" monies in significant programs that fulfill their goals and make a difference within their sphere of interest, however limited that might be. Once an appropriate donor has been identified, the applicant's job is to convince them that their project does both. Remember, lofty prose cannot disguise an insignificant project, but a significant project can be doomed because of poor presentation.

Richard Steinere, author of the book, Total Proposal Building refers to proposal building as "an art, a science, a program, an approach, a system, a game, a way of doing business." The realm within which public, corporate, and foundation sponsors operate is rule dominated, project specific, mission oriented, and proposal driven. It is essential that you understand your market place.

A thorough knowledge of the funding source is often the one critical element overlooked by proposal writers. Applicants are, understandably, focused on their own needs, not those of the funder. Consider both. You must know the potential sponsor as well as you do your project.

This is the "homework" portion of the equation. You need to "talk