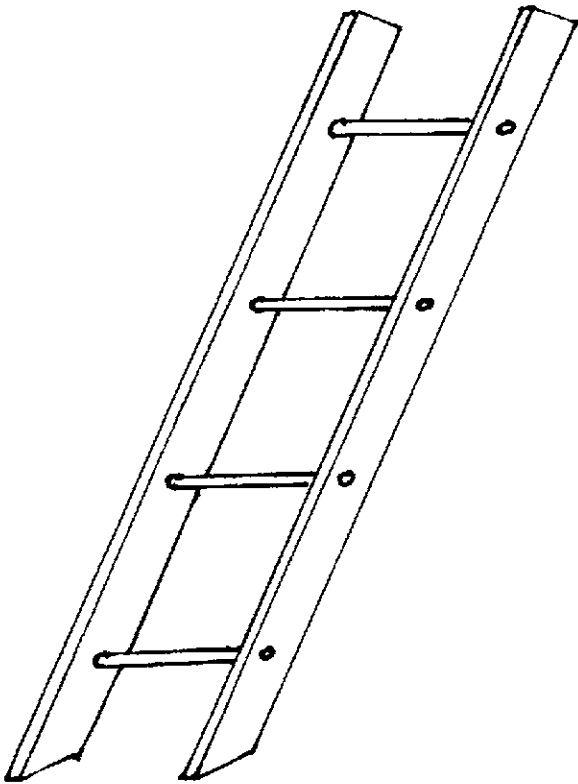
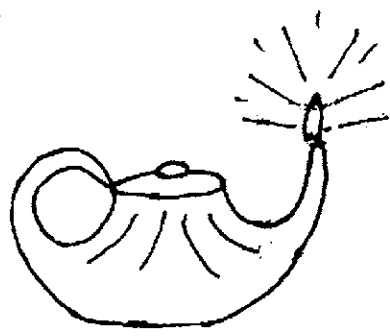


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InULA Quarterly is a publication of the Indiana University Librarians Association. Articles, book reviews and news of interest to members should be submitted to Rosanna Blakely, Cataloging Department, Library E350, Indiana University, Bloomington, IN 47405. Publications Committee: Nels Gunderson, James Mullins, Debora Shaw, Louise Spear, Rosanna Blakely, editor.

THE EVALUATION OF PROFESSIONAL STAFF, AN INTERVIEW WITH HERBERT S. WHITE

Herbert S. White is Professor and Dean of the Graduate Library School

Debora Shaw is Visiting Associate Librarian and Project Manager, On-Line Union List of Serials Project

Q. Is evaluation of professional staff desirable?

A. Before we get into the question of whether it is desirable, it's important to think about what it is we're trying to accomplish within the organization. We are trying to provide some sort of environment in which individuals will work largely for their own fulfillment and yet at the same time toward the achievement of the objectives of the organization. Evaluation should be toward some recognized objective, with some fairly specific criteria as to what constitutes performance or nonperformance. Then evaluation becomes significant, so that individuals know how they're doing, which is something they consider terribly important, and also so they can understand what is expected, why they should achieve it, and what will happen to them if they perform.

The absence of job evaluation is based on one of three premises, all of which I find unacceptable: 1) it really doesn't make any difference what people do, 2) they do everything perfectly already, or 3) it doesn't make any difference what you tell them, they're not going to change their performance in any case. I tend to reject all three premises. I would say a performance evaluation in a positive framework is a helpful one.

Q. How often should evaluations be done?

A. You start semiannually in the first year or two, and if not much has changed, you can go to an annual evaluation.

Evaluation is an ongoing process, a forward looking process that requires that both participants understand the basis of the evaluation. Thus the evaluation itself should come as no surprise, as the groundwork is agreed on and continuing feedback has been taking place.

Q. Should an evaluation be written, verbal or both?

A. An evaluation needs to be written. People have difficulty with oral communication. The supervisor has difficulty sometimes in saying the unpleasant things that need to be said, where the point is to try to get the employee to see that you expect something different, and the least you can do is let it be known what you expect. Also, when people hear things, they tend to filter what they want to hear. My preference is to give the employee the evaluation several days in advance, and there should be a two way written process, with the employee having the right to respond in writing. It is just possible that the supervisor is wrong.

The evaluation should be neither a period for praise nor a bawling out, because both of those things should have been taking place during the year. The performance evaluation is an assessment of what we are going to do for the future. Specifically, what are your goals and objectives, what do you expect to accomplish? To what extent am I hindering you, to what extent am I not helping you, in your view?

Then there needs to be verbal interchange on these ideas. Much of the reluctance to undertake performance evaluation is because it is perceived as a threatening process. I look upon it as an opportunity. I would go to my supervisor and demand an evaluation.

Q. Have you any comment on the process beginning with the employee writing the introductory statement on which the evaluation begins?

A. What the employee should be talking about is not a list of accomplishments but his own assessment of performance, both accomplishments and shortfalls, against previously established criteria.

There is a potential problem here, as we have found two things from personnel studies. One is that people tend to rate themselves low because they think this is the modest thing to do, and the other is that they expect to be argued with. People in fact have a fairly high opinion of their own worth—everybody rates himself above average. Now it is an absurdity of terminology for everybody to be above average. Therefore, I'd rather talk in terms of specifics of performance than to check off a box that says above average. Personnel departments like to use these check-off forms because they're easy to process, but they are processing garbage.

Q. What should be done with an evaluation after it is written? Should it be used for hiring and promotion?

A. You can't use it for hiring decisions. To the extent to which you play to use merit at all in your determination for promotion and advancement, the evaluation should be used.

Q. How long should an evaluation take?

A. The evaluation takes at least half an hour for a fairly simple case. And that's not wasted time. Your job as a supervisor is to supervise. If you are a reference librarian and you supervise other reference librarians, then perhaps half of your time, or something like that, should be spent in the supervisory aspects of the job, not in doing the job. You can be much more productive by getting the other people to be more effective than by trying to do more yourself.

Q. What about the role of research and publication in the evaluation of academic librarians?

A. Those criteria for personal development have a role. We're looking for professional development in addition to performing the work satisfactorily. It isn't possible in an academic setting to just continue to do your job. The assumption is that you must show some growth or we won't keep you on. That doesn't necessarily happen in other kinds of organizations.

People should understand what the expectations for promotion and tenure are above job performance. Tenure is based on expectation of growth and future performance. Promotion is based on accomplishment.

Achieving promotion or tenure is a personal advancement problem. Some organizations try to help junior members achieve promotability by lightening their work load. That's nice; some other departments don't do it at all. They say, "That's your problem." Fundamentally, of course, it is. It's not essential that everyone succeed; in fact, it's not possible for everybody to succeed. If that were to happen, there would be no room for new hiring, and that leads to stagnation. Some turnover is essential in any organization. It is preferable that turnover involve some planning and decisions, however.

Q. It's not the responsibility of the supervisor to see that progress is made toward promotion and tenure?

A. No, it is the responsibility of the supervisor to see that the employee knows what progress is required. It is the employee's responsibility to see that progress is made.

The tenure process, if it is to have any meaning at all, requires that some people fail to achieve tenure. It's an absolute essential for the organization, particularly in terms of no growth, so you do some weeding through the honest evaluation of people.

Q. What should the employee expect from the evaluation?

A. The employee has the right to expect from an evaluation the clear answer to the questions, “What do you expect of me?” and “How am I doing?” The employee has the right to know where the supervisor is pleased and where the supervisor is displeased. The employee also has the right to know what the supervisor plans to do about it in terms of reward and punishment, and if performance is unsatisfactory, what would it take to be satisfactory.

Q. What should the supervisor expect from the evaluation?

A. The supervisor has the right to expect to learn from the employee what the employee’s future hopes are and what the employee plans to do to achieve their implementation, what the employee’s explanations are for lack of satisfactory performance, or what the employee’s explanations are to the extent the employee disagrees either with the premise of the evaluation or the evaluation itself. The supervisor also has the right to know how the employee feels about the way he or she is being supervised.

Q. Do you have any comments on the desirability of evaluation of supervisors by employees?

A. I think it should be as important and as formal a process, because the supervisors’ own evaluations depend in part on how well they supervise. How are supervisors going to make any determination on how well they supervise and how well they interact with people unless they have at least some input from the people being supervised?

The process of getting good evaluations starts with the expectations at the top. In general, the whole process is geared to positive evaluations because we punish the supervisor for giving negative evaluations. A proper evaluation process says, “If this employee is satisfactory, tell me why. If the employee is unsatisfactory or superlative, tell me why.” The process of evaluation has been rigged to make it easy, by pushing supervisors toward ratings of satisfactory or above average, which then remain unchallenged, but to what purpose? Why should it be easy? It should be damned tough; you should worry about what you’re going to write.

The problem with performance evaluations is that nobody takes them seriously because nobody thinks they matter. And, quite frankly, in the present environment they don’t matter very much, but they should. We pay a great price for improperly done evaluations. We lose a tremendous opportunity to affect performance positively.

The egalitarianism which we presently practice serves the purposes of the mediocre or the comfortable. It does nothing to reward those whose performance is genuinely outstanding, and these people frequently leave, if they can, to seek proper rewards elsewhere. It also does nothing to motivate those whose performance might be outstanding if they saw a reason for making the effort. Under the present framework, once tenure is achieved, only inward reasons for motivation remain. Few, if any, are provided by the so-called management.

THE JOB INTERVIEW

Sara Laughlin is Director of Admissions & Counselor, Graduate Library School

There comes the point in any job interview when, after a pause and a smile, the interviewer asks, “Do you have any questions?”

What then? You will have taken care of the specifics, such as what your duties will be, which department

you’ll answer to. These questions have probably been answered, directly and indirectly. The interviewer’s questions about your education and experience have clarified whether you can meet the immediate challenges and schedules of the job.

It is the long-range view, from both sides of the interview table, that proves more elusive. How to determine which questions to ask that may elucidate your opportunities for growth in the job, advancement in the profession, or the unquantified fringe benefits of the community? All the management skills, research methods, and common sense you possess must be applied to the career development process, as well as the career itself. The interview is career development in a microcosm.

The first step in being able to ask the right question is analyzing your own expectations. Your ultimate career goal lies at the end of a long-range plan, and it is important to evaluate every promotion or job change in light of personal objectives. Several factors influence where you will end up. Weighing them realistically produces a career goal that is both challenging and achievable. Education is the framework. It is easy for a prospective employer to look at transcripts. In the library profession, undergraduate or other graduate training is equally important, since it gives the subject expertise required for certain positions. If you need more education, determine where and when to get it, since it is unrealistic to expect that you will reach your goal without it. Experience is the second area. Whether professional or non-professional, past work gives some indication of the strengths and weaknesses, likes and dislikes. The third more amorphous part is all the "other" experience you have gained, which is often overlooked in an interview because you haven't realized yourself that it forms a coherent pattern. Have you been an "organizer" in your outside activities in school, the community? Do you enjoy solitude, pressure, people? What evidence of these qualities do you have? Knowing yourself is the key to filtering your education and experience into a reasonable long-range plan.

People and events are not linear, of course, so your hopes for the future may not fit into a neat little package, and as years pass and your skills and personality grow, the previous course you set may need readjustment. Career planning is a fluid process.

The important thing is to have a plausible plan. The questions you ask in an interview then flow logically from this plan. The organization also probably has a long-range plan which reveals priorities and attitudes toward service. Inquiries about the method of arriving at and achieving its objectives, and where your position fits, provide a good foundation for discussion. For example, you might ask, "What is the policy of the organization toward staff development?", following the ques-

tion with mention of your desire to move into administration, to take further coursework, or to add a new area of expertise to your competencies. Asking the question leads to an answer that is hard to anticipate. Your response must depend on the interviewer's.

Many librarians, from small public librarians to highly specialized technical information specialists, find themselves isolated professionally (and often physically). If remaining in the mainstream is a high priority, you must work at keeping in touch. Having the support of your supervisor may make the difference between being cut-off or well-informed. "Do you support professionalism?" is a question with only one answer. Better, because it is more open-ended, is "Do you encourage publishing in the field? Do you and your staff attend professional meetings?" If your supervisor will not be a librarian but a board of trustees or an administrator, it may be wise to ask about financial support for memberships and travel to meetings, days off, etc.

Questions about development and continuing education are important to help you determine the amount of support you will receive. They also indicate to the interviewer that you are ambitious. This may be interpreted two ways: either you are a good investment, since you're seeking challenge and growth, or a bad investment, since you want the company to develop your talents for personal gain. The balance (at least during the interview) must always be for the library; your claims must be supportable from your past actions and innate abilities. For example, avowing an overwhelming interest in law librarianship and desire to attend law school at night may not be convincing if you have just emerged from library school with school media certification. On the other hand, with a course in legal bibliography, government documents, or social science literature, the argument gains plausibility. This is not to say that a radical change in direction is not possible, merely that it's probable you'll have to invest yourself before you can expect support from an employer.

What is the organization really like? Your impressions will necessarily be colored by the personality of the interviewer and the physical surroundings of the office. It's possible you may never see either of these again. The second step in asking the right questions at the interview comes from your research into the organization. It may be difficult to find published information about the library. This in itself should tell you something. There are both formal and informal sources to consult. Large libraries and government agencies publish an annual re-

port describing programs, achievements, and financial stability, as well as listing members of the board, administration and staff.

The Director or members of the staff may have published books or articles. The library may have won an award, built a new building, acquired a notable collection, experimented with new technology, mounted successful programs, maintained high funding levels. The library literature might give access to these noteworthy events, as well as to their opposites.

Informal sources may be the only avenue, if formal sources yield nothing. Library school faculty and colleagues in your present position know thousands of professional librarians and their libraries. Perhaps a friend lives in the town or works at the institution you are considering and could send you information.

Marshalling the available sources will not only inform you about the standing of the prospective library, but may also suggest questions to ask during the interview. Being informed will certainly lend intelligence to your cover letter of inquiry and will allay any fears you have about soft funding, lack of commitment or other problems.

The crucial point is that you are interviewing them too. A full-time professional position demands much of your time and energy, and it is essential to make a good match. If negative answers surface at your questions, you must be prepared to make a considered, objective judgment to decline the offer, should it be forthcoming.

If the new job will require moving to an unfamiliar location, use the same techniques to see if the new one meets your specifications. First, know what your "quality of life" standards are, then do as much research on the area as is necessary and possible, then ask appropriate questions. The local newspaper will give insight into local politics and cultural climate, as well as an indication of the cost-of-living. The Chamber of Commerce will present the glossy points.

When you get home, it may be helpful to make notes on the interview. Taking an analytical approach is always difficult in a highly charged emotional setting. The advantage of clarifying your objectives and doing your homework in advance is that it will be harder to try to force yourself into an uncomfortable mold to meet someone else's expectations. If you want to make an immediate decision, you can base it on your considered reflection. If there is time, first-hand impressions may coalesce into a clear choice. If the scales tip toward "Yes," and you are offered the job, you're on your way.

The job interview is the fulcrum between past and future, with your qualifications and abilities balanced against the long-range objectives and immediate staffing needs of the library. The structured interview allows both employer and applicant to ask and answer questions. For such an important dialogue, it is essential to prepare by setting goals, anticipating questions, researching the organization and location. The decision then is objective.

MANUSCRIPTS AND JOURNALS: PREPARING FOR SUBMISSION

Robert Goehlert is Associate Librarian and Subject Specialist for Economics and Political Science

Anyone who has ever submitted a manuscript to a journal for consideration of publication will undoubtedly be able to remember some of the concerns, worries and problems they encountered the first time. To which journal should I send the manuscript? What style requirements should I follow? Did I prepare the graphs properly? Is the manuscript too long? Having completed one's research and prepared a draft manuscript is just the beginning. The next step is deciding where to send the manuscript and preparing the final copy for submission.

Not unexpectedly, everyone makes mistakes, especially the first few times. Learning by experience can be painful and frustrating, particularly when a mistake could have been avoided. Hopefully, by providing here some tips on how to choose a journal and how to prepare a manuscript for submission, this writer can help prospective authors avoid some of the mistakes often made the first time around.

THE CHANCES OF GETTING PUBLISHED

Although only 15 percent of librarians in the Association of Research Libraries are required to publish, the pressure to publish is clearly increasing.¹ This impetus to conduct research and publication is mainly a result of many academic librarians gaining faculty status. Likewise, as higher education in general is undergoing a period of financial retrenchment and public accountability, requirements for promotion and tenure are getting more rigorous and demanding. Yet, adequate support for research and publication is not forthcoming even in some libraries where it is mandatory.

Over the next decade, as more librarians are required to publish, it will become even more difficult to get published. O'Connor and Van Orden, in a study of thirty-three library journals, found that "an unsolicited manuscript stands about one chance in four of being published."² While to many librarians such an acceptance rate may be discouraging, compared to many disciplines in the social and hard sciences a twenty-five percent acceptance rate would be considered particularly high.

In a study of publication output of librarians in ten academic libraries, Paula De Simone Watson found that the average number of librarians publishing within any given year for the total survey population was only 7.2 percent.³ Undoubtedly, that percentage will increase as promotion and tenure requirements become more stringent and additional institutions grant librarians faculty status.

Also, it is important to remember that librarians are not the only contributors to library journals. Library science faculty, faculty from other fields, and nonacademic researchers also submit manuscripts to library journals. Authorship data for five library journals over a ten year period revealed that the percentage of academic librarians publishing in the five journals ranged from 18.9% to 51.6%.⁴ Consequently, one can only assume that in the future the acceptance rate of unsolicited manuscripts will decline. This will probably be the case even though in the last few years there has been a surge of new library journals, particularly in very specialized fields.⁵

THE VAGUENESS OF JOURNAL REQUIREMENTS

It is perhaps indicative of the increasing pressure upon academic librarians to publish that there have been a number of articles in recent years on how to write an article for publication.⁶ But writing a manuscript is only the first step. Once you have completed a manuscript, it is still necessary to find a journal to submit it to and to prepare the manuscript to meet the journal's style requirements. As time consuming and taxing as the writing process is, the task of preparing a manuscript and finding an appropriate journal for submission can be just as arduous. It is just as important to take the time to evaluate and choose a journal to submit a manuscript to as it is to write the manuscript.

Unfortunately, many library journals lack a clear and detailed statement of aims and scope, making it difficult for prospective authors to determine whether a journal would be interested in a manuscript on a particular topic. A few journals lack a statement on style requirements, while others provide just brief statements on style, which often leaves an author unsure of requirements concerning graphs, charts, etc. As there is no single standard style for library journals, it is important to check to see what style is required. Finally, some journals do not specify what kind of review process is used, the criteria used for evaluating manuscripts, how long the review process takes, or even if unsolicited manuscripts are accepted.⁷ Though these problems are not usually prevalent in national and international journals, they are common among many state and local journals.

MARKETING A MANUSCRIPT

The most important criterion to consider when deciding where to send a manuscript is the audience one wants to reach. To whom are you trying to communicate? What is it you have to say and why is it important? The answers to those questions will often help determine what kind of journal you wish to submit a manuscript to. You may wish to submit a manuscript to a journal in a discipline other than library science, or an interdisciplinary journal.⁸ Or you might want to consider whether the manuscript is more appropriate for a library journal published on a state or local level.

There are many ways to identify appropriate journals. One way is to consider journals you used in your research or cited in the manuscript. Another way is simply to discuss the matter with colleagues and friends. Finally, one can always check in indexes under various subject headings to see which journals publish articles relating to your topic.

Once you have chosen a few journals as likely candidates, it is important to look them over. There are two reasons for taking the time to examine the journals closely. Foremost, it is crucial to check what style requirements the journal employs. A particular journal may not allow the use of graphs, while you use graphs extensively. You may prefer one style over another, or find it easier to follow. Whatever the style requirements are, it is paramount that you follow them meticulously. This is important not only because you do not want the manuscript returned because it does not follow the requirements but also because a manuscript that looks professionally prepared reflects a sense of pride and care. While a well prepared manuscript cannot substitute for substance, it will make an impression, especially if the manuscript is well written and is worth publishing. Also, if the manuscript is accepted for publication, having followed the style requirements, the chances are you will need to make fewer changes prior to publication.

Secondly, by examining a journal closely, it is possible for you to determine a great deal about it and the audience it addresses. What kinds of subjects are covered, how long are the articles, who are the contributors and are the articles chiefly theoretical or practical in nature?

In addition to the content of a journal, be sure to take into consideration whatever data about the journal you can find: the age of the journal, size of circulation, the background of the editorial board, publication lag time, etc. These are all factors which may play a part in your decision. The printing and layout of the journal may be quite important. You might prefer one journal over another for aesthetic reasons.

Clearly, there are numerous factors to take into consideration when deciding upon a journal to which you want to submit a manuscript. In the checklist given below I have tried to provide a list of some of the things to look for when examining a journal and tips to follow when preparing the final copy for submission. Though some of the tips seem trivial, it is better to know in advance than learn by experience.

Taking the time to evaluate journals before submitting a manuscript may save time in the end. Obviously, you want to send a manuscript to a journal that is going to be interested in what you have to say and from which there is a good chance for acceptance. Therefore, it is important to look for a journal whose style, format, focus and audience is most appropriate for your manuscript. If you send a manuscript to one journal, then another, both of which were outside the scope of your topic, by the time the review process is completed, you may find that the data you gathered is out of date or your topic is no longer as timely as it was when you began.

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2. Daniel O'Connor and Phyllis Van Orden, "Getting Into Print," *College and Research Libraries* 39 (Sept. 1978): p. 390.
3. Paula De Simone Watson, "Publication Activity Among Academic Librarians," *College and Research Libraries* 38 (Nov. 1977): p. 381.
4. John N. Olsgaard and Jane Kinch Olsgaard, "Authorship In Five Library Periodicals," *College and Research Libraries* 41 (Jan. 1980): p. 51.
5. Haworth Press has started publishing a variety of specialized journals, such as *Collection Management*, *Public Library Quarterly*, *Cataloging and Classification Quarterly*.
6. See Robert D. Stueart, "Writing the Journal Article," *College and Research Libraries* 37 (March 1976): pp. 153-57; Norman D. Stevens, "Writing for Publication," *Collection Management* 3 (Spring 1979): pp. 21-29; W. Boyd Rayward, "Publishing Library Research," *College and Research Libraries* 41 (May 1980): pp. 210-219; Norman Stevens' *Author's Information Science in Library and Information Science* is to be published by Haworth Press in the Fall of 1980; Betty-Carol Seller's *How to Get Published: A Guide for Librarian Authors* is to be published in 1981 by the Libraryworks.
7. O'Connor and Van Orden, "Getting Into Print," pp. 395-6.
8. For more information on the range of journals see Rayward, "Publishing Library Research," pp. 212-213.

HOW TO CHOOSE AND EVALUATE ARTICLES

- I. Types of journals to consider for submission
 - A. Library information science journals
 1. national
 2. regional
 3. state or local
 - B. Subject disciplines, i.e. history, economics, etc.
 - C. Interdisciplinary journals
- II. Choosing a journal that is appropriate, i.e. marketing your article. Compile a list of possible journals for submission by listing:
 - A. Journals listed in indexing services under your topic
 - B. Journals cited in your paper
 - C. Journals cited by the materials you used in your research
 - D. Journals suggested by friends
 - E. Journals suggested by library science faculty
 - C. Scope of articles, i.e. subjects covered, trends, inappropriate topics, etc.
 - D. Length of review process for articles; be sure to look at date of acceptance, revision, publication
 - E. Length and format of articles
 - F. Publication lag time
 - G. Who are the contributors, i.e. librarians, library science professors, public librarians, etc.
 - H. Scholarly content; are articles theoretical, practical, statistical, etc.
 - I. Size of circulation
 - J. Age of journal
 - K. Ownership of journal, i.e. non-profit, association, etc.
 - L. Composition of editorial board; consider who they are and what they would be looking for
 - M. Whether the journal uses tables and graphs; some journals restrict or prohibit them
 - N. Acceptance rate
 - O. Page charges
 - P. Authorship restrictions, i.e. only librarians, etc.
 - Q. Where the journal is indexed—who will find your article
 - R. Whether theses are accepted
 - S. Keep the information you gather about journals as a record for future use.
- III. How to evaluate a journal. Use the criteria below to narrow the range of journals you are interested in by examining the journal's statement of aims and scope, and skimming articles in a couple of volumes of each journal. This will provide the following kinds of information:
 - A. The printing and layout of the journal
 - B. The audience of the journal

PREPARING ARTICLES FOR SUBMISSION

- I. Check journal to see what it requires:
 - A. Style requirements; especially
 1. margins
 2. quoting
 3. heading and subheadings
 4. footnoting
 - B. Requirements for graphs and tables
 - C. Author and title sheet requirements
 1. title
 2. name
 3. affiliation
 4. month, year
 5. full business address
 6. acknowledgements
 - D. Limitation on length
 - E. Abstract—length
 - F. Number of manuscript copies
- II. If there are no style requirements cited, then:
 - A. Write to editor and ask for style requirements
 - B. Copy style of journal
 - C. Follow *Chicago Style Manual*
- III. Tips to follow when preparing a manuscript
 - A. Prepare separate pages for
 1. author and title sheet
 2. abstract
 3. graphs
 4. tables
 5. illustrations
 6. references
 7. additional bibliography
 8. appendices
 - B. Always double space
 - C. Use a good typewriter and black ribbon
 - D. Use 20-pound bond paper, never use erasable
 - E. Check chart, graph and illustration size requirements
 - F. Have graph and illustrations professionally drafted (send glossy and keep negative) or use letter-stencils or letter-transfers
 - G. Prepare clean and easy to read tables; check journal requirements and style manual
 - H. Check page numbering
 - I. Check page size
 - J. Never reproduce on both sides of paper
 - K. Check requirements on the use of foreign languages, or romanization
 - L. Check requirements on the use of acronyms
 - M. Check requirements on the use of mathematics
- IV. Tips to follow when submitting a manuscript
 - A. If the number of manuscript copies is not specified, send a minimum of three copies
 - B. Send a simple and concise cover letter of submission
 - C. Send manuscript in large envelope, at least 9" by 12"
 - D. Do not fold manuscript
 - E. If you want the manuscript back, send self-addressed stamped manila envelope; if not, state so in cover letter
 - F. Send self-addressed, stamped post card for acknowledgement that the manuscript was received
 - G. Record address of journal and date sent
 - H. Send first-class or airmail—not printed matter rate
 - I. Always keep a copy of manuscript and cover letter
 - J. If you have not heard from journal after specified period, or 16 weeks, send a polite letter stating when the manuscript was sent and received and inquiring about the status of the review

WHAT TO DO WHEN A MANUSCRIPT IS NOT ACCEPTED

- I. If a manuscript is conditionally accepted
 - A. Complete revisions and resubmit
 - B. State what changes were made or not made, and the reasons why
 - C. Do not submit to another journal immediately; another journal would probably require similar revisions
- II. If the manuscript is rejected
 - A. Incorporate criticisms and suggestions
 - B. Change editorial style if necessary
 - C. Lengthen or shorten manuscript if necessary
 - D. Totally revise
 - E. Do not protest review decision
 - F. Choose another journal and submit manuscript

RESEARCH AND CREATIVE ACTIVITY

Louise Spear, Associate Librarian and Assistant Director, Archives of Traditional Music, taught a class this summer in the Folklore Department, F521, Archives and Sound Recordings. She concentrated on the history and development of sound recording, storage and preservation, cataloging and classification, as well as touching upon other library procedures. Well attended by IU students, the class was joined by several people from other universities, Louise reports.

Among other InULA librarians teaching this summer is Sandra Taylor, Associate Librarian and Curator of Manuscripts, Lilly Library, who taught a class in Graduate Library School, L586, Principles of Archives and Manuscript Administration.

Dorothy Niekamp, Associate Librarian and Cataloger, has completed the manuscript for her comprehensive bibliography on women in aviation, *Women in Flight, 1910-1978: an Annotated Bibliography*.

The *InULA Quarterly* hopes to include more reports of research, creative activity and related items of interest to InULA members. If you know of such news, please call Louise Spear, Archives of Traditional Music, 337-8632.

InULA NEWS NOTES

Annual Book and Plant Sale

The National Library Week Committee has initiated its collection of books for the Annual Book and Plant Sale with the receipt of over 1500 books from IU Libraries as a result of the library's moving from its Showers Building storage space. These books are primarily gifts which have been examined and found to be inappropriate for the IU Library. A storage unit has been rented to store these items and is available for additional donations. If anyone should have any books, periodicals, sheet music, etc., that can be donated now, please notify Rick Sayre, Undergraduate Library, 337-9857.

New Membership Year

InULA begins its new membership year September 15, 1980. You will soon be asked to renew your membership in this active organization. Regular membership is open to all persons holding an appointment as a library faculty member on any IU campus, and dues are still \$3.00. Associate membership is for former IU librarians, GLS faculty members, GLS students and other librarians interested in supporting InULA. Dues for associate members are only \$1.00. Newly appointed librarians receive their first year's membership free!

You will be asked to express interest in serving on one of the standing committees. We need your participation, so when you are contacted regarding committee work, please give serious consideration to volunteering.

InULA Election Results

The following people were elected to the InULA Executive Board for the 1980-81 term:

President: Pat Riesenman
337-8028/7237

Vice-President: Stella Bentley
337-8629

Secretary: Carol Tullis
337-9791

Treasurer: Rosanna Blakely
337-7511

Representative-at-large: Gail Oltmanns
337-9857

Other Representatives-at-large will be Larry Griffin, continuing his second elected year, and Jo Brooks, serving as immediate past president of InULA.

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