



# HERE AND THERE

## National Newsletter PI OMEGA PI

National Business Education Honor Society  
Member of the Association of College Honor Societies

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### **A Challenge from our National Student Representative**

Melissa Schram

Northwest Missouri State University

The Beta (Northwest Missouri State University) chapter of Pi Omega Pi has decided to help out the victims of the tragedies in New York City and Washington D.C. We will be making a donation to aid in the relief efforts. I challenge you and your chapter to do the same. The Beta chapter decided to donate one dollar for each year that it has been in existence. Each chapter could do the same, or something similar; for example, a donation of one dollar per chapter member would also be significant. If you were looking for a community service project, here it is (unfortunately). Any aid that we can give to the cause will make a difference. Please join us in helping those who have lost so much. Thank you!

Note: Melissa, our Pi Omega Pi national student representative, will be attending the North Central Business Education Association convention in Red Wing, Minnesota, October 5-6. She will extend greetings at the Awards Luncheon on behalf of Pi Omega Pi.

### **President's Report**

Dr. Nancy Zelif,ff,

National Pi Omega Pi Council President

### **What Direction Are We Going? Where Do We Go From Here?**

The National Council meets annually at the NBEA Convention to discuss the organization's purposes and goals. Many changes have been made in my tenure on the Council, beginning in 1995—changes we hope have helped keep Pi Omega Pi going in a time of decreased membership and decreased chapter involvement. Some of the decreased membership has been due to colleges and universities closing business teacher education programs; therefore, leading to the deactivation of chapters. However, other chapters have become inactive for other reasons.

There are less than 40 active chapters remaining in Pi Omega Pi. Last year, 16 chapters brought students to the national convention, with a few other chapters only represented by sponsors—for a total of 80 paid convention attendees, including some alumni.

In the 2000-2001 national competition, 37 chapters earned from 4 points to 142 points—out of a possible 155 points. The Top Ten chapters earned from 65.5 points to 142 points, with the eleventh place chapter earning 32 points. For two years, we

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### Pi Omega Pi Breakfast at NBEA

The National Business Education 2002 Annual Convention will be held in Philadelphia, Pennsylvania, March 27 through March 30 at the Philadelphia Marriott. You may register online at [www.nbea.org/conferences/annual.html](http://www.nbea.org/conferences/annual.html). Convention preregistration is due by March 1. Don't miss this unique opportunity to learn, network, and sightsee in Philadelphia.

Be sure to sign up for the Pi Omega Pi Breakfast at the NBEA conference. It will be on Friday, March 29, from 7 to 8 a.m. The price is \$17 per person. The keynote speaker will be Dr. Marcia Anderson, Past DPE President.

### *Here and There*

*Here and There* is the official newsletter of Pi Omega Pi, the national honor society in business teacher education. It is published four times each competition year: April, October, December, and February. Articles and news should be sent to:

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(President's Update continued from Page 1)

have offered a financial incentive of \$100 for all chapters who have earned at least 50 points, and a \$300 prize to the Top Chapter. Where am I going with this?

The National Council seeks chapter input NOW. We strive to motivate chapters to become active and involved. Last year we sought chapter input on a constitutional/ bylaws proposed change to our membership requirements. We got little or no input prior to the convention but went ahead with the proposal anyway. The proposal was defeated but caused good debate and conversations at the national convention. Perhaps if chapters had shared their input with the Council PRIOR to the convention, the proposal would not have been presented.

Well, we need your input AGAIN! With the nature of our convention being every two years, the National Council will meet in March 2002 and discuss possible changes and improvements that may become proposed constitutional changes. These changes cannot be voted on until the 2003 Biennial convention. If we don't have chapter input and suggestions UNTIL the convention, then the best proposals perhaps are not presented.

Here are ideas exchanged among sponsors and the National Council at the 2001 convention. We will be seeking your input in the months ahead. Please contact any National Council member prior to our March 26, 2002 meeting in Philadelphia or in the months that follow.

Ideas and Suggestions:

1. Name Top Five Chapters, due to decreased number of active chapters and chapters who are involved
2. Alter national competition from just "reports." Submitted teaching ideas could also be part of the national competition. Since this is a "teaching" organization, some of the competition should be based on teaching.
3. Launch competitive/performance events at the national convention such as Extemporaneous Teaching, Team Teaching, Displays of Teaching Ideas, and Poster Sessions. The student-led sessions are great—but can more be done?
4. What about a social again off site? There were mixed reviews of the Hard Rock event held in Atlanta. This was the first convention among the six I have attended where an evaluation instrument was used—so we appreciate your comments on these evaluations and will review all of them at the Council Meeting.

As you can see, the naming of just five chapters and changing the national competition structure would require constitutional changes—and we seek input from chapters! Plans for the 2003 convention must be nearly wrapped up by August 2002, so we seek your suggestions on planning YOUR convention. Dr. Ginny Richerson, President-Elect, is in charge of the 2003 convention, to be held in Dallas.

**Look for further ideas and suggestions after we meet in March. We need your help in keeping Pi Omega Pi strong! Contact any Council member please!**

**Don't Miss This Chance of a Lifetime!**

## **North Central Business Education Association**

Will be publishing

*Technology Activities for Business Education –2002-2003*

consisting of classroom activities created for teachers by teachers

and

**We invite you to submit an activity for the publication!**

An activity need only be 1 to 2 pages in length and be specific enough for a classroom teacher to follow and use.

Submissions may be made as follows:

- Send hard copy with accompanying file in Word on 3-1/2" disk to Sharon Fisher-Larson at 3627 Briar Crest Drive, Janesville, WI 53546
- Send an e-mail attachment of Word file to [satbfl@aol.com](mailto:satbfl@aol.com)

When submitting activities, please align them with the current NBEA Standards Categories:

★ Classroom Category

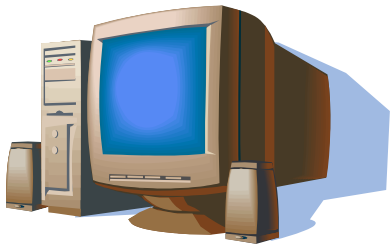
(Accounting, Business Law, Career Development, Communication, Computation, Economics & Personal Finance, Entrepreneurship, Information Technology (may include keyboarding), International Business, Management & Marketing)

Please include with each submission:

★ Standards Category

★ Individual's name

★ Institution's complete name



Deadline for submission is May 15, 2002, so that we may have the publication ready for the Missouri Business Education Association meeting in July 2002.

## Chapter Activities

### Beta Chapter

Northwest Missouri State University

The Beta Chapter has started the semester off by planning the chapter's fall initiation. The chapter's Meet-and-Eat meeting is scheduled for early October with initiation happening in late October. Members are very excited to get new enthusiastic, dedicated members that will contribute to the chapter's continued success. The Beta Chapter is also planning on donating \$77, which corresponds with the age of the chapter, to the Red Cross for disaster relief.

### Beta Kappa Chapter

East Carolina University

The first meeting of Beta Kappa chapter was held in September. At the meeting, chapter members briefly planned the fall initiation and proofread Beta Kappa News, the chapter newsletter. An October initiation was planned for new members. The chapter elected officers for the 2001-2002 year.

### Chi Chapter

Indiana State University

Chi Chapter initiated four new members this fall. At the chapter meeting on September 25, Chi members made plans for their local, community, and national projects.

### Lambda Chapter

Fort Hays State University

In May, Lambda Chapter invited Miss Roberta Augustine, a teacher from NCK Vocational Technical College, to speak to us about her experiences as a teacher. For the end of the spring semester, chapter members had a

barbeque at the sponsor's house and elected new board members.

To start off the year in September, Lambda Chapter held a pizza party to recruit new members. Active members told prospective members about their experiences in Pi Omega Pi and how it could benefit the prospective members.

### Mu Chapter

Emporia State University

The Mu chapter is proud to mention that the chapter was able to send Amber (chapter treasurer) and Hannah (chapter president) to the RSO Leadership Day on Saturday, September 8, 2001, in preparation for this year's term as officers. The Mu chapter has also implemented a fundraising plan to help get us to the National Conference in March by selling Home Interior candles. Part of the proceeds from the baked apple pie candles will go to the American Red Cross. Chapter members are in the process of inviting eligible individuals to join our chapter and plan to meet them at the next chapter meeting on October 3, 2001. Chapter members are looking forward to more fundraisers, fun and laughs throughout this semester.

### Psi Chapter

University of Wisconsin-Whitewater

Although the school year has just begun, the chapter is already hard at work. Having placed second in the National competition last year, members are excited to begin work on this year's project. The fall meeting schedule is in place and office hours have been set up for returning members. Planning is under way for a Student Teacher Panel, a Senior Citizen Computer Workshop, a fall fund-raiser, and participation in the Business Education/Office Systems Department orientation meeting. Already this year, chapter members represented

Business Education at a majors' fair on campus. The chapter is currently looking forward to a high turnout at the new member Formal Initiation on October 10 and at the Student Teacher Panel on November 7. The chapter is anticipating a very busy and a very fun semester.

**Alpha Delta**  
Bloomsburg University

Officers and members of the Alpha Delta chapter met and discussed future plans for the organization. A candy fundraiser is underway, the 2001-2002 budget was discussed and approved, and chairpersons for various committees are being appointed. The chapter is also participating at an FBLA Regional Workshop and presenting a topic on meeting agendas and organization. Initiation of new members will be held October 10, 2001.

**Alpha Pi Chapter**  
Mississippi State University

On Wednesday, September 26, the Mississippi State University chapter of Pi Omega Pi held its annual initiation meeting. Six new members were initiated: Amy Ivy, Stephanie Snyder, Daphne Free, Jackie Matin, Melinda Eaves, and Andrew Wood. Newly elected president Meranda Estes presided at the meeting.

The Alpha Pi chapter was represented by three members at the National Convention in Atlanta, Georgia.

**Beta Sigma Chapter**  
Montclair State University

With demand for business teachers increasing and enrollments in business education not

increasing correspondingly, "Promoting Business Education at MSU" will be the focus of Beta Sigma's activities this year.

**Sigma Chapter**  
Southeastern Oklahoma State University

Sigma Chapter held its first meeting of the 2001-2002 academic year on September 27. Members gathered for a dinner meeting at their favorite local restaurant. Agenda items included discussion of a fall fund-raiser, vote on a potential candidate, and sharing from two members now completing their student teaching experience. Plans were made for the October meeting and new member initiation.

**Epsilon Delta Chapter**  
Northern Michigan University

Epsilon Delta chapter is finalizing plans for initiating new members. We plan to attend the Michigan Business Education Association Convention in October and assist as needed.

**Zeta Eta Chapter**  
Kansas State University

The Zeta Eta chapter of Pi Omega Pi recently hosted a CPR/First Aid class at Manhattan Area Technical College. There were 17 people in attendance. Chapter members are currently working on a fundraising project for the current year to raise money for additional projects and to attend the National Business Education Association Conference in Philadelphia, Pennsylvania, in March 2002. Members discussed ideas for the national project at the September meeting.



**Setting State Technology Standards** \_\_\_\_\_**Kelli Rowlands**  
Beta Chapter

Northwest Missouri State University

Technology is on the rise—it's evident in all aspects of life. Yet, it's still not evident in statewide school standards. Only ten of the fifty states have a technology component in their graduation requirements. This means that forty states lack this technology component—even though it's something that will definitely give students an advantage in the working world.

The ten states that have this technology component are Delaware, Maryland, Nevada, New Hampshire, Rhode Island, South Dakota, Texas, Alabama, Mississippi, and North Carolina. In some of these states computer skills are the basis of the technology requirement for graduation. In other states technology is more loosely defined and deals with using technology in problem solving.

So, why isn't technology a requirement for graduating in all states? Experts say that a lot of teachers have problems with setting standards for the basic subjects and technology is still considered less important than English, Math, Science, and Social Studies.

Another reason for the absence of technology standards is the difficulty in implementing them. Even if states did implement such standards, it is difficult for local schools to follow their state's lead. Another problem with the implementation is deciding on what the standards are. There are many differing opinions on what is important in technology education. The last problem with implementing technology standards is the risk of changing technology. Technology is constantly changing and schools would have to set standards that could survive these changes.

Technology standards are slowly being integrated, but many states do not require them. What is important for all educators to remember is that technology needs to be integrated throughout the regular curriculum so students can get the technology experience they need.

**Vocational Education in Japan** \_\_\_\_\_**LaTrisha Flax**  
Lambda Chapter

Fort Hays State University

Vocational Education has different meanings in different countries. We will examine how Japan views Vocational Education and the ways in which they implement their programs.

The first thing to understand about Japan is that work based learning is an important aspect of all education. It is even important while working to continually receive more training. The wants and needs of employers have big influences on the education system. There are school-based employment services to help those not going on to college get jobs.

Work-based learning starts early in Japan. Students are part of group activities that teach them how to work together. The main goal is to teach students how to be effective in an organization and the behaviors and attitudes believed to be necessary to succeed in the Japanese workforce. At the middle school level, students also are required to have 175 hours of industrial arts or homemaking.

In Japan there is a smooth transition from school to work for non-university bound students. The main reason is because of a job referral system. The main goal of the agency is to give every student a chance for employment. It is based on the trust and cooperation between employers, schools and the Public Employment Security Office. The PESO serves as a go between for students and employers. The employers are not allowed to contact the students. (This stems from prewar exploitation of youth by commercial forces.)

The job placement process begins with the business preparing recruitment cards for each position they wish to fill. The card includes a job description and the terms and conditions of employment. The PESO reviews the cards for compliance with labor laws. This includes wages and benefits. The cards are then sent to schools where these schools assist the students in finding jobs. In some cases, companies send representatives to visit with school counselors but not with the students.

Placement counselors prepare the students for interviews and help them with resumes. They set up mock entrance exams and interviews. If more than one student is interested in the same job, it is the schools who decide who will apply first. They use grades, attendance, and other behavior characteristics to make their decisions. These schools are allowed to assist students in finding jobs for two months after graduation. After two months, they are prohibited to aid the students in any way. However, by this time most students are employed; only about five percent will be unemployed.

As said earlier, employers play a big role in education. They let the schools know what their needs are so they can respond to them. The relationship between education and the economy in Japan is closer and more effective than in the United States. The high level of basic education, disciplined work habits, and group cohesiveness play a major role in the Japanese productive labor force. Japan sets their young people up to succeed by giving them the preparation and training they need to be a productive and volatile part of society.

## Preparing Students for a Diverse Workforce

**Hannah Haselwood**  
MU Chapter

Emporia State University

Diversity is becoming a very big issue in today's society. More and more individuals with different ethical backgrounds are moving in and becoming a part of what is now a widely diverse workforce. Because of this, people of all nationalities are being expected to adjust to this new work environment that will include everyone. As business educators, I believe that it is our duty to aid students in making this adjustment so that in the future they will be able to handle situations in which they will have to deal with someone of a different background.

In order for this adjustment to take place, we, as business educators of the future, need to address the issue of diversity within our classrooms. The transition from school to work has become more difficult for students in the U.S. today, and the rising issue of diversity is yet another issue that causes this transition to be a more complicated process. Therefore, students need to be aware of the fact that there are different nationalities out in the workforce that they will be entering. By introducing students to diversity before they enter the workforce, students will not only become aware of the widely diverse workforce, but will also be more prepared to communicate with anyone they might come in contact with in a work setting.

One of the major issues when it comes to diversity is the communication barriers that seem to exist between people of different backgrounds. Evette Richardson gives us a number of ways to eliminate these barriers within our classrooms. Here are a few of her suggestions:

- Become more culturally literate
- Use more group activities within the classroom
- Improve oral and written communication
- Use more technology and visual aids
- Involve the parents.

By removing these communication barriers, we can enhance learning in diversity, and make the tricky school-to-work transition for our students somewhat less complex. So I urge you to consider learning more



about not only your own culture, but also the cultures of your future students. In doing so, you will be more successful in eliminating communication barriers within your classroom, and preparing your students for a widely diverse workforce.

REFERENCE: Richardson, Evette. Teaching a Diverse Student Population in the 21<sup>st</sup> Century, December 2000, v.55 no.2, pg.42-43.

**JOIN NOW!** \_\_\_\_\_

**Michelle M. Cronk**  
Chi Chapter

Indiana State University

Aspiring business educators (business education majors) have the responsibility of becoming professionals through academic work and learning from others who are currently in the field. This responsibility can be accomplished through membership in a number of professional organizations available in business education.

The National Business Education Association offers the opportunity to network with business educators on the national level. A national convention is held annually, which offers a wide variety of professional development seminars to enhance knowledge, as well as to learn from excellent motivational speakers. NBEA membership includes a number of useful publications—the *Business Education Forum* journal, the *Keying In* newsletter, and the *NBEA Yearbook*. Other publications are available at a discount to members. The annual cost for student membership is \$35, while a professional membership costs \$65 annually. Membership forms can be accessed through the NBEA web site ([www.nbea.org](http://www.nbea.org)).

NBEA offers an automatic membership into a regional business education association—the Eastern Business Education Association, the Southern Business Education Association, the North-Central Business Education Association, the Mountain-Plain Business Education Association, or the Western Business and Information Technology Education Association. To find the states included in each region, go to [www.nbea.org/aboutrda.html](http://www.nbea.org/aboutrda.html). The benefits of the regional associations include professional meetings and news updates.

In addition to the national and regional organizations, one should not forget about the individual state organizations. These smaller organizations offer a great opportunity to network and find a teaching job. Information on the individual state organizations can also be accessed through the NBEA web site.

Membership in these professional organizations is a vital part of the business education profession. Not only are a number of professional development opportunities available, but information on current trends in the field, student organizations, legislative issues, and even classroom resources are also available. So take the initiative and JOIN NOW!

(Note: Michelle is the NCBEA Student Representative)

**WBEA Spring Convention:** \_\_\_\_\_

**Nicole Daehn  
Becky Schommer**

Psi Chapter

**From the Perspective of Student Members**

University of Wisconsin-Whitewater

Professional organizations are greatly emphasized as we grow closer to graduation and entering the working world. Wisconsin Business Education Association (WBEA) is one of those professional organizations. We were among a group of five students from the University of Wisconsin-Whitewater who attended the WBEA Spring Convention in Milwaukee, Wisconsin, on April 26-28, 2001. At this convention, we learned a great deal of information as well as met many individuals in the business education field.

The convention began with interactive workshops on Thursday, April 26, but due to class schedules we attended the conference beginning Friday morning. The opening session began with Barry Eigen, the keynote speaker. During this session, we all felt a little uneasy when student members of WBEA were asked to stand. However, all those in attendance treated us with a warm welcome. As we later discovered, the veteran members of WBEA were very impressed with our professional appearance as well as our eagerness to begin professional development.

The day continued with a variety of seminars that we could choose to attend depending on our interests; these topics included sports marketing, business ethics, grant writing, and a new teacher panel to name a few. To cap off the day, we had a chance to socialize with those we met as WBEA hosted a trip to the Milwaukee Brewers game at their new stadium, Miller Park. Saturday began bright and early with the Hosler Fun Run/Walk. More sessions were held in the morning, followed by an awards luncheon at which the closing session was held. At this time, the winners of the WBEA scholarships were announced. All in all, the WBEA convention was a positive, rewarding experience and it definitely will not be our last.

**Learning Styles** \_\_\_\_\_

**Marietta Kotch**  
Alpha Delta Chapter

Bloomsburg University

The term "learning style" refers to how one learns. Individuals perceive and process information in very different ways. Some like to form a picture in their mind while others are more comfortable touching or feeling an object. Some people prefer reading about something first and then trying it out, and others like to try something then read about it later. Some prefer working alone in a quiet environment while others like working in group settings with some noise in the background.

One of the concepts of learning styles is rooted in the classification of psychological types.

*Concrete perceivers* absorb information through direct experience - by doing, acting, sensing and feeling.

*Abstract perceivers* take in information by analyzing, observing and thinking. *Active processors* understand information by immediately using the new information, while *reflective processors* make sense by reflecting on and thinking about it.

Determining learning styles is carried out in a variety of ways ranging from informal analysis to formal testing. Some of the formal instruments that can be used are the Myers-Briggs Type Indicator, the Kolb Learning Style Inventory, and the Gregorc Style Delineator.

Knowledge about learning styles can help educators to be more effective facilitators of learning. Because you know that some of your learners learn best through listening, others prefer to see the material, and still others like to relate the information to a practical experience, you can organize your learning

activities with time spent telling, showing, and doing. In this way, you can ensure that each learner will be operating (at least part of the time) in his/her preferred or dominant style of learning. The result is more effective learning for everyone.

### Develop Higher-Level Thinking Skills

**Meranda Esters**  
Alpha Pi Chapter

Mississippi State University

In education today, students need to be encouraged to use higher-level thinking skills. Many tests are designed at the knowledge, comprehension, and application level. Educators need to promote activities that require students to think and perform above the minimum requirements of the unit being taught. Teachers should prepare tests so that students can show their own understanding of what is being taught in class rather than mere memorization of the material.

Higher-level thinking skills give students freedom of choice and a sense of independence. Students will no longer depend on others to make everyday decisions for them. Students will no longer depend on the teacher to provide the answers to questions for them. They will do further research to find an appropriate answer to the question at hand. In this setting, the students will enhance their process development skills. They will also enhance their observation skills, and get plenty of practice making conclusions about situations that have no definite solution.

By incorporating activities that stress higher-level thinking skills, students will learn to think for themselves. Students will also be able to provide answers without fear of being wrong. So let's provide those activities to produce independent citizens.

#### Reference:

Leaderman, Norman G. and Niess, Margaret L. (2000) "Putting The Cart Before The Horse." School Science & Mathematics, Vol 100, No.1.

### Virus Protection: Why Would I need Such a Thing?

**Brian Becker**  
Zeta Eta Chapter

Kansas State University

In light of my recent encounter with the wonderful world of computer viruses, I am writing this article as the voice of experience. As we continually advance into the computer age, we often times forget the importance of protecting our computers.

In a brief window of time a few weeks ago, I managed to put a virus called Nimda on my computer. Disguising itself as a simple, innocent Outlook Express message, it fooled me into opening it up and, thus, wrecking havoc on my system. Before I even knew what had happened, this virus instantly copied itself into every directory on my computer. It disabled Microsoft Office to the point where I couldn't save anything or even perform a simple spell check. Overall, this virus had made over one thousand copies of itself in my computer, while also corrupting some very important README and .EXE. files. I couldn't just delete all of these files because they simply recopied themselves somewhere else when I tried. See, I made a mistake here. I was in the middle of updating my virus protection program, and I had to uninstall my current program before I could install the new version. I had a few days in between so I figured, "Hey, I'll be okay if I check my e-mail." Was I ever wrong! Just that small window of time created a monster on my

computer. Luckily, once I got my new virus program installed, I was able to clean my computer and completely get rid of that nasty Nimda virus.

What's the moral of this little story? Well, it is very important that you always have a virus protection program such as Norton, McAfee, or F-Secure to protect your computer from the thousands of viruses that are out there. You might think that you'll never get a virus, but these viruses are smart and can do a lot of damage in a very small amount of time. These programs are relatively inexpensive compared to the expense of fixing your computer once you get a virus. All it takes is a few minutes a week to update your virus definitions and to scan your computer to keep yourself virus free. Take it from me. Keep your computers protected because making a little mistake can cost a lot of money.



### How to Order Pi Omega Pi Jewelry

Many chapters award new members a Pi Omega Pi membership pin. Other members choose to purchase their own. The vendor of Pi Omega Pi emblematic jewelry has changed hands twice in the past two years. The current vendor is:

Award Concepts, Inc.

110 South 11th Avenue  
St. Charles, IL 60174  
800-659-7801

gcawardcon@aol.com

<http://awardconcepts.inc.com>

Chapters can still use the order blank that has been available for years from a past vendor-Preferred Greek Jewelry or Polluck. However, you will need to send the order to the address for Award Concepts, Inc.

In a recent conversation with one of the owners, Award Concepts Inc. will prepare new promotional fliers and enhance their web site to include Greek and Honorary Society

### Nominate an Outstanding Pi Omega Pi Member

There are many students who are involved with career and technical education student organizations and are excellent candidates for national recognition. All it takes is someone to recognize this and to nominate these students. The Business Education Division of the Association for Career and Technical Education annually honors five post-secondary and five secondary business students. Students who are members of either FBLA-PBL, BPA, or Pi Omega Pi are eligible. Nominations must come from a member of the Business Education Division of ACTE. One post-secondary and one secondary student from each of the five regions of ACTE will be honored.

Copies of the application were sent to all chapters. The deadline is June 1, and should be submitted to:

Dr. Roger Luft  
School of Technology  
Career and Technical Education  
Eastern Illinois University  
Charleston, IL 61920  
Phone: (217) 581-6935  
Fax: (217) 581-6607  
[rlluft@eiu.edu](mailto:rlluft@eiu.edu)

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## Chapter Sponsor Email

As of October 2001

Please notify the National Editor of corrections and additions.

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