



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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Number 4

A Message from Melissa Schram

National Student Representative
Northwest Missouri State University

A Computer for Every Student?

Handheld computers are an up and coming trend in education. As business teachers, we need to take advantage of this trend and shift it our way as well! Technology and the knowledge to utilize it, as we all know, is the key to our success. Here is a wonderful example of the latest (and greatest?) technology right in the palm of our hands!

Many people view handheld computers as nothing but a digitized date and address book. These people need to be educated on the multiple uses of handhelds. Handheld computers have many educational and business applications.

With the help of a program such as "DocumentsToGo," a Microsoft Word, Excel or PowerPoint document may be beamed from one handheld to another. As a teacher, I am finding this to be an amazing thing. My students are excited to utilize this technology. Recently, I gave my students a review sheet and beamed a PowerPoint presentation that I created as a supplement. The students had the presentation in their hands, and could move through it at their own pace. With the application of a keyboard (many are available and inexpensive), a Word document may be created, edited and saved onto a handheld, just as it could be done on a desktop computer.

(Continued on page 3)

President's Corner

Dr. Nancy Zeliff, President
National Council of Pi Omega Pi

The 38th Biennial Convention is approaching! The National Council, led by President-Elect Ginny Richerson, has been working on YOUR conference. What will go on at the convention?

- Registration and Pizza Social on Thursday
- Presentations by fellow Pi Omega Pi members on Friday
- Proposed constitution and bylaws changes to update our Society will be business brought before the delegation during two business meetings
- Election of National Student Representative and other Council Members
- Networking with chapters, sponsors, and NBEA members
- Opportunity to attend NBEA sessions and exhibits (if you also register for the NBEA conference — which you should)

As a local chapter sponsor who has taken students to conferences for 12 years, I know you will have a great professional experience and have fun in Dallas as well!

I have served for eight years on the National Council and have enjoyed working with Chapters and Sponsors. As I move into a "past" role with the Council, I hope to have contributed to the betterment of the Society. What changes business and education has seen in these past eight years! If one "sits still" and rests on the "way things have always been done," the world passes by and one can (Continued on page 2)

be left alone struggling. Each chapter sponsor should consider serving at least one term on the Council. It truly makes your own chapter stronger and your zest for Pi Omega Pi higher!

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Please Note: There is a **new address** for the National Treasurer. Please use this address when you submit the new member form. Please **DO NOT** send Clarence White any items at Radford University. He is now in Knoxville, Tennessee.

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Here and There

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National Council 2001-2003

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(Melissa's message Continued from page 1)

Synchronizing a handheld computer with a desktop computer is completed with the click of a button. This process usually takes a few minutes, and is an amazing application. Multiple users may use the same desktop computer to synchronize with individual handhelds. This is an amazing feature and provides instantaneous back-up. If the handheld "crashes" and all information is lost, the user only needs to synchronize with the desktop and all information (with the exception of the information added since the last synchronization) is restored to the handheld, and vice versa.

Why should educators be excited about handheld computers? This question is often asked. Many do not know how to answer it. Think of the costs of desktop computers. With the educational discounts that are offered from companies, such as Palm (<http://www.palm.com/education/>), more handheld computers may be purchased than desktop computers.

Although this is a fairly new technology in the classroom, I feel it is very important to address. I am currently using Palm 515s in my Economics classroom and am loving it! If you have any questions (or ideas) about the applications in Business Education, please contact me via e-mail at: Schrme1@maryville.k12.mo.us. We need to work together to make other educators (and our administrators) understand the applications and possibilities that handheld computers have made possible. Let's get excited about this and make the many dreams of educators around the country a reality!

**Nominations
for
National Student Representative**

Chapters are asked to nominate a member for National Student Representative. Melissa Schram's term expires April 2003 at the convention in Dallas. A new student representative will be elected at that time.

**2003
Pi Omega Pi Biennial Convention
Wyndham Anatole Hotel
Dallas, Texas**

Combined Pi Omega Pi and NBEA Student Convention fee is \$90 and for Pi Omega Pi only it is \$40.

All Sponsors MUST register for NBEA separately and then pay the \$40 fee for Pi Omega Pi in addition.

Pi Omega Pi Concurrent Sessions

For those chapters who are presenting at the Pi Omega Pi Concurrent Sessions, the only equipment provided will be an overhead projector and screen. If other equipment is needed, it must be provided by participants. **NO** internet connection is available.

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February 2003



2003
Pi Omega Pi Biennial Convention
Wyndham Anatole Hotel
Dallas, Texas



Dr. Ginny Richerson, President-Elect
Pi Omega Pi National Council

The Pi Omega Pi Biennial Convention will be held in Dallas, Texas, April 17-19, 2003. To give chapters time to plan, a tentative schedule for the convention is printed here:

Thursday, April 17	5:30-7:30 p.m.	Registration Pi Omega Pi - Social Crocodile Lounge-Anatole Hotel Pizza, salad, and soft drinks will be provided
Friday, April 18	7:45-8:30 a.m. 8:30 a.m.-2:00 p.m. 2:00-6:15 p.m. 5:15-6:15 p.m.	Pi Omega Pi Opening Session-Morocco Attend NBEA sessions and visit exhibits POP Concurrent Sessions by members Batik A & B; Fleur De Lis POP Sponsor Gathering-POP Suite
Saturday, April 19	7:00-8:30 a.m. 8:30-10:30 a.m. 11:00-noon	Pi Omega Pi Business Session Verandah Shelbourne Attend NBEA Continental Breakfast and Closing Session National Council Meeting POP Suite

**NBEA 2003 Annual Convention
Hotel Information**

Reservations Department
Wyndham Anatole
2201 Stemmons Freeway
Dallas, TX 75207

214-748-1200 FAX: 214-761-7808

Reservation Deadline to ensure availability of
the convention room rate: March 15.

Room Rates: \$115 Single \$135 Double
Additional person in room - \$20
Plus 15% tax

**NBEA 2003 Annual Convention
Important Deadlines**

Hotel reservation form — March 15
(to Wyndham Anatole)

Registration for convention(s) — March 21
(to NBEA)

Convention Attendance Form — March 16
(absolute deadline to Dr. Ginny Richerson)

Chapter Activities

Beta Chapter

Northwest Missouri State University

Beta Chapter will initiate three new members in February and will be taking a delegation to the national convention. A successful 4-H Computer Workshop was conducted by chapter members to over 30 4-H members and leaders of the area in January.

Editor's Note: The following activity report for Beta chapter was submitted for October 1, 2002 (date shown). However, it was not received until February 25, 2003. The reason is not known, but we'll call it a "computer snag." It is published here and full credit is given for October 2002.

The NWMSU Chapter met on September 18 and elected new officers for the 2002-2003 year. Eligibility is being checked into for five new members. Dates were set for the "Eat and Greet" new members and for the new member initiation.

Lambda Chapter

Fort Hays State University

Lambda Chapter is currently in the process of setting up informal recruitment night, where chapter officers will give a short presentation to possible recruits concerning Pi Omega Pi and Lambda Chapter while enjoying some pizza, pop, and good stories. Also, work has begun in full force on the National Project. This spring should be a great time for Lambda to grow not only as a group but also individually.

Mu Chapter

Emporia State University

In December, members of the Mu Chapter of Pi Omega Pi donated items to the Salvation Army "Adopt-a-Family" program. The organization has invited four students to become members

and plans are being made for an initiation ceremony. Other agenda items include having the coordinator of the Masters program at the university speak at the next meeting and a joint project with another organization on campus.

Sigma Chapter

Southeastern Oklahoma State University

Sigma Chapter members met for the Christmas meeting at a local restaurant. The Chapter conducted mid-year officer installation, due to the Chapter President's completion of student teaching and graduation. Members brought donations for the Crisis Center, and two members delivered the items the following week. Members also donated cash for the Angel Tree gift. The Chapter sold candles for the semester fund-raiser; this successful activity was concluded in December. Members discussed plans for initiating eligible new majors in the spring semester. Planning continues for attendance at the national conventions in April of both NBEA and Pi Omega Pi.

Psi Chapter

University of Wisconsin-Whitewater

The month of December was a whirlwind with classes finishing up and finals week. Psi Chapter persevered and was able to distribute Kringles for a very productive fund-raiser, elect officers for the spring semester, and participate in a social with the Marketing Education Association. The social provided a light-hearted conclusion to the semester. Chapter members mingled with their peers in MEA by decorating cookies and munching on fun holiday treats. Plans for the first meeting of the spring semester are underway. Chapter members are preparing to update the website and judge the national project competition. Psi chapter is looking forward to another fun and challenging semester.

Alpha Beta Chapter
Eastern Kentucky University

Alpha Beta Chapter spent December and January working very hard to complete projects and raise money for the trip to the Pi Omega Pi conference. School spirit bracelets were sold as a fundraiser and donations were accepted from several generous professors. In January, a pizza party was held to help motivate members and brainstorm several excellent ideas for presentations at the conference. Reservations have been made and members are very excited about the school's first trip to the conference.

Alpha Delta Chapter
Bloomsburg University

The Bloomsburg chapter of Pi Omega Pi met monthly to discuss current projects and fundraising activities. There will be 6 new members inducted in early February. Several of our members are assisting with regional FBLA conferences and project submission is being finalized. Fundraising activities planned for this semester are a 50/50 ticket sale, a Krispy Kreme donut sale, another Gertrude Hawk candy bar sale, and the possibility of an unbaked pizza sale. Final plans for attendance to the NBEA Conference in Dallas are being made.

Alpha Pi Chapter
Mississippi State University

The Alpha Pi chapter of Pi Omega Pi at Mississippi State University has been working on national, local, and community projects. The chapter and its members are in the process of designing T-shirts for the 37th Biennial Convention in Dallas, TX. The chapter will then offer the T-shirts to other chapters. The members have been holding fundraisers over the past month to help with the expenses for the trip to the NBEA National Convention as well as the Pi Omega Pi Biennial Convention. The chapter and its members will be initiating new members

during the month of February, as well as completing more fundraisers and finishing national and local projects. From the members of the Alpha Pi chapter of Pi Omega Pi at Mississippi State University we look forward to seeing all of you at the Biennial Convention in Dallas, TX.

Alpha Psi Chapter
Bowling Green State University

Members of the Alpha Psi chapter at Bowling Green State University have been creating Web pages! Local chapter pages will be uploaded soon as a link from the BGSU Business Education and Marketing Education Web site (<http://www.bgsu.edu/colleges/edhd/EIS/EDTL/buse/>). Also, the chapter is creating a Web site that will include the information about inductees into the National Business Education Hall of Fame.

Beta Kappa Chapter
East Carolina University

The Beta Kappa chapter met on January 30 to work on their National Project. The chapter is busy preparing for the Atlantic Coast Business, Marketing, and Information Technology Education Conference that will take place on February 13-15. Chapter members will assist at the conference and also attend seminars. The chapter is also making plans to attend the NBEA National Convention that will be held in Dallas this year.

Gamma Phi
North Carolina Ag & Tech State University

Editor's Note: The following activity report for Beta chapter was submitted for October 1, 2002 (date shown). However, it was not received until February 25, 2003. The reason is not known, but we'll call it a "computer snag." It is published here and full credit is given for October 2002.

The Gamma Phi Chapter has been busy doing the following activities this semester: talked during University Day activities with high school students about majoring in business education; served as presiders at the North Carolina Business Education Conference; talked during College Night to high school students about majoring in business education; initiated three new members into the chapter.

Zeta Eta Chapter
Kansas State University

Zeta Eta Chapter continues fundraising for the National Pi Omega Pi conference in April. During the last meeting, Zeta Eta chapter worked on plans for the national project and determined who would be going to the convention: there are seven students from Kansas State University traveling to Dallas. Plans were made for the Kansas State All University Open House to be held at the end of March. Members will host a keyboarding contest for visitors and award prizes.

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Honor Your Pi Omega Pi Graduates

Honor cords are now available in Pi Omega Pi colors of royal blue, silver, and gold for graduates to wear during commencement ceremonies. The National Council last spring launched the honor cords project. A vendor has developed the cord specifically for the Society. Chapters received ordering forms and information in February. If more order forms are needed, contact the National Council President for more forms, or download them from the national web page.

By wearing the cords, graduating members can now show their pride in Pi Omega Pi and show to family and friends that they meet the high standards of our Society. Several chapter sponsors have indicated that their chapter will buy a supply to keep on hand and then have Pi Omega Pi members who are graduating reimburse the chapter for the cord, therefore, allowing the member to keep the cord as a memento of college graduation.

Show your pride in Pi Omega Pi and honor your graduates as well!



Teresa Feick, Beta Chapter member, is modeling the honor cords

Member Articles

Andrea Collins
Beta Chapter

Computer Recycling

Northwest Missouri State University

We live in a world where technology is advancing at an alarming rate. When a new product appears on the market, it does not take long for that product to be replaced by a better, faster, more reliable product. So how do we as consumers respond? If the financial resources are available, we buy this new product hoping that it will make improvements in our daily lives! As a result, our old equipment is put away in a box with hopes of selling of it at next spring's garage sale. Americans are especially guilty of following this practice when it comes to computers. In 1997, the average lifespan of a computer was 4 to 6 years; by 2005, the average lifespan of a computer is expected to be 2 years. So, what can we do with our old computers? Instead of dumping them off at the local landfill, more and more people are turning to computer recycling.

Why should consumers reuse or recycle? Most computer equipment contains hazardous materials and needs to be handled properly. Computer monitors with cathode ray tubes (CRTs) - the picture tube - can contain between three to eight pounds of lead. Circuit boards also contain lead in addition to cadmium, mercury, and other hazardous materials. Out of 175 million computers comes a laundry list of toxins including 650 million pounds of lead, 987,000 pounds of cadmium, and 231,000 pounds of mercury. Many other materials used in computer manufacture such as metals, glass, and plastics can be recovered and used again, which saves our natural resources.

Ten years ago, no one had heard of the term computer recycling. The Computer Recycling Center (CRC) in California was the first full-service collection, reuse, and refurbishment organization in the U.S. Founded in 1992, due in part to a grant received from the David and Lucille Packard Foundation. CRC was set up as a model to provide the incubation of ideas and to collect, move, test, refurbish, and re-distribute an avalanche of cast-off computers.

Although CRC was excited about their new program, they still had two major problems: 1) getting people to accept a recycled computer and 2) making sure that businesses would know that their highest priority was finding and reusing, not just grinding up or melting down the computers. So, they changed their name to Computers & Education and Computer Recycling Corporation. Each of the program names say exactly what they do. CRC keeps the items out of the landfill, and Computers & Education refurbishes the computers. They also contract to local organizations to provide community and after school training programs.

Like CRC, most organizations accept the following equipment free of cost: laptops, laptop parts and accessories, hard drives, CD-ROMs, cables, telephone equipment, and monitors 1999 and newer. A small fee is charged for monitors 1998 and older, printers, fax machines, copiers, and televisions. Chemicals, wet or dry, monitors with broken glass/tubes, and loose batteries are not accepted by most centers. Using the website <http://www.dnr.etrokc.gov/swd/where.shtml>, click on the area located nearest you for a list of organizations that take used computer equipment for donation or resale. Look at the list of equipment that is accepted by the organization and then call to verify that they will accept your used equipment.

Even though your computer will not play the latest games, it may be perfectly suitable for typing papers, doing research, using for e-mail, and even surfing the web. Instead of taking your old computer to the landfill, venture to a computer recycling center nearest you. Your efforts will not only help the environment, but will benefit schools and other non-profit organizations within your community!

If you have questions regarding computer recycling, or are interested in starting a recycling program, please visit the following website for more information <http://www.computercycleforeduc.com/faq.html>.

REFERENCES:

<http://www.crc.org/>

<http://www.recycle.net/recycle/computer/>

<http://www.pcdisposal.com/>

<http://dnr.metrokc.gov/swd/where.shtml>

<http://dnr.metrokc.gov/swd/why.shtml>

Having a Successful Organization

Nate Naasz
Lambda Chapter

Fort Hays State University

There are many ways to have a successful organization, just as there are many ways to define what is a successful organization. The most important characteristics of a successful organization do not necessarily include having a large amount of monetary resources or a vast number of members. They Include:

- Active member involvement
- Group ownership
- Constant attempts at improvement

Having an active membership means the organization is serving its purpose, and members enjoy belonging to the group. They are willing to work for the goals that they helped set when they joined. If there isn't a high level of member involvement, then there ceases to be a purpose for the organization to exist.

If your members don't feel that the organization is there to serve them, but they are there to serve the group, then you will see a lack of interest on their part. Plus, they don't feel that important sense of ownership. This can be countered by the leaders delegating authority to the members and letting them play an important role in the decision making process. In doing this, you encourage active member involvement.

Organizations are not perfect, therefore there needs to be a sense of constant improvement filtering down from the top to the bottom level of the group. The questions "What can we do better?" and "Are we fulfilling our mission?" need to be answered. Just asking these questions are not the solution. There needs to be actions taken by all to get the organization heading in the proper direction.

If these simple characteristics are not found in your organization, you need to take it upon yourself to discuss them with the rest of your group and try to get an action plan set on how to incorporate them.

Editor's Note: A second article for Lambda Chapter is included here because their article submission for December 2002 was inadvertently omitted.

Composition at the Keyboard

Michael Giebler
Lambda Chapter

Fort Hays State University

When people hear the phrase composition used in a school setting, the first thing that might come to mind would be English. But I am going to discuss composition in a different way. This way is using and having composition in keyboarding. When students hear the word composition in a keyboarding class they would

probably laugh at the concept and say, “This is not an English class.” But the truth of the matter is, learning to keyboard is what’s important in one’s communication ability. So as you can see, composition should not just be used in an English classroom.

Teaching students to compose at the computer is a very important factor of learning. They should acquire this skill for two reasons. The first reason is that composition at the keyboard helps students learn to type at the word level, since they are not thinking about the strokes but they are thinking about the words that are being typed. Second, students usually take keyboarding for their personal use, and they do a lot of their assignments and composing at the computer. They do this because it is not necessary for them to first write everything in long hand before they can complete an assignment. It allows the students to form their ideas and place them together using the keyboard.

It has been said that keyboarding teachers should use different procedures to help them evaluate the student’s fears and frustrations when it comes to composing at the computer. If a student has mastered the keyboarding skills, composition should still be taught throughout the entire school year.

When teaching, there are five basic steps a teacher can use for effective teaching of composition. The five steps are as follows:

- 1. Word Response.** Composition should be introduced after students have comfortably mastered the keyboard and have reached a preferred speed of at least 30 to 35 words a minute. Word Response begins to occur when students can answer a teacher’s question with one-word responses. However, students should not be pressured to make a response. These procedures are suggested so students can learn to respond quickly and correctly.
- 2. Phrases.** When the class has comfortably mastered the keyboard and the word-response level, it is time to move on to phrase response. This is just simply asking the students to key a response to a teacher-dictated phrase such as: “This Halloween I . . .” and then they will finish the phrase with a response.
- 3. Sentence Response.** This step is having students respond to a complete sentence. So for example, if the teacher asks: “How many spaces go after the date and salutation in a business letter?” The students would then respond using complete sentences of their own. Sometimes a teacher can hold up objects and have the students explain what is being held up using complete sentences.
- 4. Paragraph Response.** The next step is to have the students key short paragraphs. The teacher could have the students key a short paragraph describing something or say what they did last night. The essence at this level is to try to get students to have a free flow of thoughts. So initial grading should not take place because the students are just being introduced to gathering their thoughts and putting them in paragraph form. Grading can begin to take place later. If you give bad grades to students right away and they do not understand fully what we are trying to do, it will destroy the objective of trying to make composition an enjoyable skill to learn.
- 5. Integrated Composition.** The final step is letting the students begin to practice their knowledge of composition. The teacher can come up with several topics and ask the students to develop one of these topics in a full, well-defined paper. At this point, evaluation should be stepped up and predominant errors should be discussed continuously in class so the students can see and understand what mistakes they are making.

Teaching composition can be very effective for the progression of the students because it brings into focus the most difficult obstacles that the students must face. Once students can overcome these obstacles then you will have a typing student who has learned an essential skill that will be with him/her for the rest of his/her life in both later education and in every day living.

Learn About Web Sites and Good Web Design by Evaluating an Excellent Site

Jessica Bruna
Mu Chapter

Emporia State University

E-Commerce is a very popular topic these days. Many companies have chosen to take on this new responsibility and accept all the positives and negatives that come along with it. Some of those companies just could not make the cut and some have made it their main or only source of income. What is e-commerce? E-Commerce is business on-line. This includes, for example, buying and selling products with digital cash and via Electronic Data Interchange (EDI). (http://www.webopedia.com/TERM/e/electronic_commerce.html) Not only is e-commerce good for shopping and personal reasons, but also for teaching methods. Teaching your students how web sites are used and created is an excellent hands-on activity. For instance, you could give your students an assignment to find three websites; e-commerce or not, and ask them to evaluate them according to certain criteria that you set up for them. This allows them the opportunity to go on the internet and also gives them a good idea of what customers look for in a good site.

Here is an example of a site I would suggest my students examine:

Eddiebauer.com

This website was created in 1996 with the concept of bringing merchandise to their customers in a new, user-friendly, easy-to-manage, and customer-conscience manner. This website, eddiebauer.com, is a terrific example of what a good e-commerce site is like. They did not stop with just keeping things simple. Throughout time, they kept their site updated with the latest technology. They offer many different options. Some include: online order status, real-time inventory, a program called Ask Eddie, live chat, detailed product information, store locators, email, Eddie Bauer Account services, and even a virtual dressing room (http://www.eddiebauer.com/about/company_info/background_ecommerce.asp).

Their virtual dressing room was introduced on November 18, 1998. Eddie Bauer took great pride in helping their customers mix and match their products, but that is difficult when your customers are at home in front of their PCs. So what do you do with a problem like that? Well, of course, make a virtual dressing room. This allows the customer to put together outfits and see the combinations. Now, of course, you are probably thinking that this could be a very technical item, but in actuality it was rather user-friendly. They used well-known concepts such as click and drag-and-drop techniques. Then when you find an outfit you like they make it easy for you to drag-and-drop your outfit into your shopping cart. In addition to all the great things about it, it requires no special download.

I am not the only one that thinks this is a great e-commerce site; others agree. In 1997 they received the Best Apparel Web Site Award by Internet Shopper Magazine. Next, in 2000, they received many honors including a top award; they were voted the Best Overall Internet Apparel Store on Gomez's Internet Apparel Store Scorecard, along with many others that year (http://www.eddiebauer.com/about/company_info/awards.asp).

See how easy that was. This assignment is informative for the student, and easy to grade on our part because it is mostly opinion. I think that this is an extraordinary assignment, and it really prepares our students for college and the jobs after.

Why Care about the President's Stand on Double Taxation?

Brandon Frye
Chi Chapter

Indiana State University

What is Double Taxation? What does President Bush have in mind in his proposal to fix the double taxation problems? How does it affect us as Business Educators? These are all questions that we need to look at

know exactly what is going on in our government. We, as future business educators, will play an important roll in teaching students the meanings of these issues and what they mean in their futures. First, let's explain what double taxation means.

A corporation pays taxes on the income that the company receives during a year. The corporation, in turn, can pay out portions of the after-tax profits as dividends to their stockholders. The stockholders receiving the money from the dividends then must also turn around and pay taxes on the dividends that were paid to them. This causes a double taxation on the same money earned by a company in our economy.

President Bush is currently trying to pass legislation that would allow for the individual person not to have to pay taxes on the dividends that they receive from their share of a corporation's profits. He believes that by not making the person pay taxes on the dividends, they will take that money and reinvest it back into the economy. President Bush hopes that this reinvested money will stimulate the economy and help send us back into a recovery period and pull the country out of a recession.

What does this all have to do with us as business educators? As business teachers, we need to be able to explain what double taxation is to our students. High school students are not required to take business courses, but they still need to learn what is going on in our business world as well as what is happening in our economy. The students need to know what this is all about so that when they reach 18 years of age, they can take a stand on an economic subject and make appropriate choices. As future business educators, we will be responsible for teaching the students about economic issues such as double taxation and how these issues will affects their futures. For these reasons, we should also stay knowledgeable about current events.

IDEAS

Emily Hetzel
Psi Chapter

University of Wisconsin-Whitewater

Where can you go to find lesson ideas that are aligned with the Wisconsin Model Academic Standards? One place to find resources is the IDEAS portal web site. This site is located at <http://www.ideas.wisconsin.edu>. Funded primarily by the Technology for Educational Achievement in Wisconsin (TEACH) program and the UW-System, the site contains lesson ideas and suggestions provided by many teachers from across the state. These lessons are categorized by subject areas (English, math, science, social studies, and information technology) and grade levels for which the lessons are appropriate. All lessons that are submitted comply with the Wisconsin Model Academic Standards.

The original planing for the site began last year by a group of representatives from the University of Wisconsin System, the Department of Public Instruction, the Wisconsin Technical College Board, the Educational Communications Board, the Wisconsin Association of Independent Colleges and Universities, and other groups, including WEAC.

The site now has over 6,000 users and contains over 825 items. Every item available through IDEAS is evaluated by one of several teams, each made up of pre-K-12 educators, CESA staff, and UW educators. Team members are hired, trained, and paid by IDEAS and usually work out of their homes.

If more teachers hear that IDEA is available, eventually it could become a great resource for teachers in all subject areas. There were about 80 sites related to information technology education and economics on the site, but little that had direct relation to business education. However, IDEA is still very new, and more teachers will hopefully submit more ideas to share with fellow educators. The key to the site is that all materials are submitted by teachers. Another key would be that business education teachers could show how their materials relate to model standards, just as the academic areas currently relate their materials to standards.

How to Have a Smooth-Running Classroom**Debbie Harris**
Alpha Beta Chapter**Eastern Kentucky University**

Beginning teachers want to know how to have a smooth-running classroom with few interruptions. One major concept of having a smooth-running classroom is to have procedures and routines established for the classroom. A procedure is a method or process for how things are to be done in a classroom. A routine is what the student does automatically without prompting or supervision. A routine becomes a habit or custom for the student over time with the proper rehearsal and reinforcement. When students know the classroom procedures and routines, they are able to work more effectively in the classroom environment.

According to Harry Wong (1998) some of the main reasons to have classroom procedures and routines are:

1. Classroom procedures and routines allow many different activities to take place efficiently during the school day with a minimum of wasted time and confusion.
2. Classroom procedures and routines increase on-task time and reduce classroom disruptions.
3. Classroom procedures and routines are statements of what the student expectations are in the classroom that are necessary to participate successfully in classroom activities, to learn, and to function effectively in the classroom environment.
4. Classroom procedures and routines tell a student the proper way to operate things in a classroom, thus reducing discipline problems.

Below are some important classroom procedures that every teacher should teach the first week of a new class (Emmer, Evertson, and Worsham 2003).

1. Procedure for the start of a class period.
2. Procedure for the end of a class period.
3. Procedure for getting a class to quiet down.
4. Procedure for how to turn in papers.
5. Procedure for students seeking help.
6. Procedures for student movement in the classroom.

Teachers should not only have classroom procedures, but they should also teach these procedures to their class. The first step in teaching procedures is to state, define, model, and demonstrate the procedure so that the students know what you expect them to do. The second step in teaching a procedure is to rehearse and practice the procedure with the students. The last step in teaching a procedure is to reinforce the procedure by reteaching, rehearsing, and practicing the procedure until it becomes a routine for the students (Wong & Wong, 1998).

Here is an example of the three-step process demonstrating the procedure for quieting a class. First, the teacher explains to the students that they have a procedure to follow when (s)he wants the whole classes' attention. The teacher explains that when the teacher's hand is raised, or when the students hear her clapping, they should stop what they are doing, turn and face the teacher, and be ready for instruction. The teacher then repeats the procedure and asks different students to repeat the procedure to check for understanding. Next, the teacher has the students rehearse the procedure by giving the students two minutes to introduce themselves to each other. At two minutes the teacher claps her hands to get the students' attention. The teacher then compliments the class by thanking them for following the procedure correctly (Wong & Wong 1998).

In conclusion, if you are having problems keeping control of your classroom, you may want to consider putting some classroom procedures in place. Established procedures could be the difference between a well-oiled learning environment and a chaotic classroom.

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Keyboarding Skills – How and When Should They be Taught?

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Possessing solid keyboarding skills is extremely important in today's world. Computers now appear at the majority of job sites and keyboarding is still the primary form of input. Today's employees use word processing applications, spreadsheets, database applications and many other specialized computer programs.

Voice-recognition systems will someday replace the need for keyboards, but currently, preparing students for both the workforce and higher education must include teaching proper keyboarding skills. The questions, "How and when should keyboarding skills be taught?" and "Should keyboarding become a graduation requirement?" continue to be researched.

There are many interesting points regarding keyboarding:

- Keyboarding is a complex skill that requires proper training and practice.
- Keyboarding should be taught prior to entering middle school so that students can form proper habits early.
- Students younger than 11 years old (fifth grade) do not possess the hand-eye coordination or fine motor control necessary for the development of keyboarding skills.
- If keyboarding will be taught at the elementary level, who would be qualified to teach the class? Partnerships between elementary education and business education instructors could be the answer, but many districts are simply not able to initiate this concept, due to lack of funds, equipment, space, or instructors.
- Very few states require keyboarding as a graduation requirement.

If keyboarding skills are taught at the elementary level and not *practiced and reinforced*, learning these new skills at the elementary level will be in vain. If, indeed, keyboarding was taught at the elementary level, business educators at the middle and high school levels could then concentrate on teaching the refined art of business communications – formats for letters, email, faxes, reports, etc., while providing their students with practice and reinforcement of proper keyboarding skills. In addition, since proper skills are needed by such a vast majority of students, keyboarding should be a graduation requirement.

Prior to researching this topic, I was under the impression that keyboarding should be taught beginning at the middle school level, but I can now understand the importance of the skill being introduced at the elementary level. For example, when I observed a few keyboarding classes at the high school level, there were many students who were "proficient in their own way." They obviously had a computer at home and were "self taught." But, they were not using the keyboard in the proper way. For these students it was difficult to learn the keyboarding lesson since their prior habits were already established. If keyboarding were taught beginning at the elementary level, it would help to establish proper habits at an early age. As a business educator, I would emphasize that the most important aspect would be the continued practice of the skill from the time it is introduced at the elementary level throughout the middle school and high school levels. Students would have to continue to practice proper keyboarding skills throughout their school career in order to be proficient and including keyboarding as a graduation requirement would guarantee that all students were exposed to proper

techniques. Strong partnerships between qualified elementary teachers and middle and high school business educators would help ensure that students are given the proper instruction and continued refinement of keyboarding skills.

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Teachers Dressing as Professionals

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Teachers want to be viewed as professionals. One thing they must do in the classroom is dress appropriately. When you walk into a classroom you should be able to tell the teacher from the students just by the way they are dressed. Most schools have dress codes or policies. "Business casual" is the way most businesses are going. Business casual is the proper dress code for teachers.

Some may ask, what is business casual? For women it is a pantsuit, dress, or skirt with a blouse. Pantsuits can be dressed up or dressed down. Dark neutral colors such as navy, brown, gray, and black are mostly recommended. In the classroom you can wear pantsuits of many different colors and designs. Blazers or cardigan sets and trousers are considered professional for female teachers. Jewelry and accessories can be added to polish up an outfit. Remember: Less is more. Female teachers should not wear clothing that is revealing, see-through, provocative, or exposes the waist or midriff. Jewelry should not be worn in the nose, tongue, cheek, or eyebrow.

Sports coats, dress slacks, khakis, Dockers, and linen slacks would be appropriate attire for male teachers. Oxford shirts or dress shirts will help to top off the professional look. Some dressy collarless shirts are considered appropriate, but it is left up to the school. Business casual for men does not necessarily mean they have to wear a tie. Shoes are not often a male's strongest point and are often overlooked. The wrong shoes can ruin an otherwise polished and professional look. Loafers and oxfords are considered to be appropriate footwear.

Some things that are inappropriate for all teachers are revealing clothes, clothing that advertises or advocates the use of tobacco, alcoholic drinks or drugs, or contains profanity or nudity. Clothing should not be distracting or disruptive to the educational environment. Clothing should always be clean and neatly pressed. The teacher should maintain good personal hygiene, with little or no cologne or perfume. Hair should be combed and neatly groomed. Men's sideburns, mustaches, and beards should always be neatly trimmed.

Overall, business casual means looking professional and being comfortable. Jeans are not considered business casual with or without a blazer, but some schools allow it under some restrictions such as with a blazer or oxford shirt and tie. Upon being hired and before showing up for the first day of school, find out what the school's dress policy is for teachers. This should be the final decision maker of whether or not your attire is appropriate.

The Importance of Classroom Management

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One of the most important aspects of becoming a successful teacher is having good classroom management. According to Dr. William Martin (<http://drwilliampmartin.tripod.com/classm.html>), “academic climate and effective teaching practices promote high task engagement and good attitudes that prevent misbehavior. However, behavioral control is also important, since instructional success is often directly proportional to a teacher’s ability to use appropriate management strategies” (Winzer & Grigg, 1992, p. 620). No matter what grade you are teaching, classroom management is vital. If you don’t have control over your students, you are not going to be able to teach them effectively.

This problem is not a small one. Students are continuing to not listen and do as they please. According to Emily Seman (<http://emilyseman.tripod.com>), in order to have classroom management you must have a variety of regulations. It begins with the teacher organizing and conducting the class in an orderly way. “The teacher must be aware of instructional planning, motivational techniques, physical arrangement of the room, and what rules and regulations are best for their class.” In order for classroom management to be successful in the classroom, the teacher must provide the students with a routine. Without a routine the class would be completely unorganized. These routines should be laid out for the students and should never change, just grow and expand. It is believed that having these routines in place will help avoid future behavior problems in the classroom.

A Place for International Business Education

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In what type of class would you expect to learn about the topic of international business? Herbers, Meyers, Sly, and Zeliff, in their 1999 article *International Business Education: What Should be Taught and By Whom?* (*Delta Pi Epsilon Journal*, 41, 194-203), compared how many international business perspectives were taught in both business classes and social studies classes. A compiled list of 80 international business competencies was used to determine the findings. The competencies were developed by the National Standards for Business Education and state standards from Alaska, Oregon, Washington, Delaware, Georgia, Missouri, Tennessee, and Virginia. Business education and social studies teachers were surveyed on how much their classes involve the international business competencies.

The world is becoming global, and students need to learn about international business. The rationale Herbers (et. al.) used for conducting the research was to determine which of the 80 international competencies are being taught in only business classes, only social studies classes, both types of classes, and which competencies are not being taught in either type of class. Teachers from secondary and post-secondary were surveyed, although the majority of respondents were secondary business teachers. The teachers responded to each competency regarding whether it should be taught in a business or social studies class, whether they teach the competency in their classes, whether the competency applies to both types of classes, or whether the competency does not apply to either type of class.

Herbers (et. al) found that more international business competencies are taught in business classes than social studies classes. Of the 80 international business competencies, 57 were identified as being taught in business classes and 24 competencies as being taught in social studies classes. "The competencies frequently

taught by business were in the business-related areas of careers, communication, etiquette and cultural factors, trade, currency, monetary systems, accounting practices, and global marketing" (Herbers, Meyers, Sly, & Zelif, 1999, p.4). Fourteen competencies were identified as being taught in both business and social studies classes. Only two competencies were recognized as not being taught in either business or social studies classes. With the globalization of businesses today, people need to become more prepared to handle international affairs. Perhaps business teachers should be the ones to enlighten students on the knowledge of international business, with programs in place where students could take trips overseas to learn the business tactics and monetary values of other countries. It is important, especially to post-secondary students who might someday be working in another country, to learn the international business competencies. If students are expected to be receiving international business knowledge from social studies teachers, then the social studies curriculum needs to be evaluated carefully. Social studies teachers teach only about one fourth of the international business competencies, and students are in need of more exposure. Business classes also need to be revised and have more international business concepts integrated into the material.

Reflection on Changes in American Society

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The book *Introduction to Teaching: Becoming a Professional*, by Donald Kauchak, discusses changes in American society. This is a very important topic in the book because it speaks of how families and children are changing. Because society is changing so much, we need to be aware that our classrooms and students will be changing also. It is up to the teachers to adapt those changes to their classrooms.

Kauchak states some startling statistics in his book. For instance, 7.7 percent of high school students surveyed had attempted suicide during the twelve months prior to the survey. The survey also found that 12.5 percent of males and 3.7 percent of females reported carrying a weapon on school property on one or more days during the thirty days prior to the survey. These results were shocking to me, because I am from a small town and I was not aware that these were big problems with so many kids. This made me realize that the students that I will be teaching will be going through many difficulties, and I must be aware of all the problems with which the children are dealing.

Next, Kauchak discusses how American families are changing. It mentions that poverty, divorce, single parents, families where both parents work, and teenage pregnancy pose challenges to both families and teachers. Teachers must be flexible and understand that families are going through all sorts of different complications. Since families are changing and more mothers are working now, childcare is becoming a greater concern with parents. Due to both parents working, latchkey children are increasing in numbers. These latchkey kids go home to empty houses after school and are left alone until their parents arrive home from work. Socioeconomic status has also changed and there are more families that are living in poverty. Since socioeconomic status is related to school success in several ways, teachers must be aware of the external factors influencing the children they teach.

A variety of other social problems also exists in students' lives. More children are becoming sexually active and teenage pregnancy is becoming more common in today's society. Kauchak also points out that there has been an increase in the use of drugs and alcohol among teenagers. Another problem that has come about is the increase in crime and violence among students. Kauchak mentions in the book that parents, taxpayers, and educators rate school safety the highest on a list of concerns about school quality. As teachers, we will have to deal with problems that arise from teen pregnancy and school violence. We must be aware of all the challenges students are managing.

Society is changing in a number of ways and these changes have important implications for schools. Traditional families have evolved and the majority of mothers now work, raising concerns about latchkey children and childcare. The students are also changing. They are becoming sexually active at an earlier age, using drugs and alcohol, and becoming more violent. The facts discussed throughout the book are important, because future teachers need to realize that these problems are prevalent in the changing society and they are sure to affect the classroom. I really enjoyed reading this book because it brought up societal problems that I was not aware of. I realized that students and families deal with different problems, but I did not realize how big some of the problems actually are.

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Computer Ethics

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The Computer Ethics Institute has created a “Ten Commandments” of computer usage. Putting these previously unwritten rules into writing was their first official act as an institute. These “Ten Commandments of Computer Ethics” are as follows:

1. Thou shalt not use a computer to harm other people.
2. Thou shalt not interfere with other people’s computer work.
3. Thou shalt not snoop around in other people’s computer files.
4. Thou shalt not use a computer to steal.
5. Thou shalt not use a computer to bear false witness.
6. Thou shalt not copy or use proprietary software for which you have not paid.
7. Thou shalt not use others people’s computer resources without authorization or proper compensation.
8. Thou shalt not appropriate other people’s intellectual output.
9. Thou shalt think about the social consequences of the program you are writing or the system you are designing.
10. Thou shalt always use a computer in ways that ensures consideration and respect for your fellow humans.
(Buckler)

The Computer Ethics Institute is by no means trying to enforce the “Ten Commandments,” but instead make them public knowledge for everyone to realize their responsibilities when working with a computer. As their first official act, the commandments are a good introduction into other projects the group hopes to accomplish. In the future they hope to go beyond the ten basic commandments to be a resource to any questions surrounding computer ethic cases and be able to educate others on the subject.

As teachers having students that will have large amounts of interaction with computers, it is necessary to teach them what is good computer usage and what is inappropriate. These commandments cover this in a very basic way. They are easy to read and do not get lost in other definitions and explanations. Having the ethics laid out in a number format makes it easy to hang in any classroom for students and teachers to observe and realize if they are being ethical in the computer world.

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