



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 Message from Melissa Schram

National Student Representative
Northwest Missouri State University

Hello everyone! The 2002 NBEA National Convention took place in Philadelphia, Pennsylvania March 27-30. I had a wonderful time meeting new people, seeing others that I have not seen in a while, attending sessions and seeing the sights of Philadelphia. Thanks to all participants. As always, the convention came to an end all too soon. The members of the National Pi Omega Pi Council met to discuss next year's convention in Dallas, Texas. I hope to see y'all there!

What a busy time of year. Is it just me, or does it get busier every year? I am enjoying my student teaching and cannot believe that it is nearing completion. To everyone else student teaching, I hope you are enjoying your experience as much as I am. I would also like to wish you good luck in finding a teaching position for the fall. Before we know it, finals will be taken (and graded) and it will be SUMMER!!! As the year winds down, I hope that everyone takes some time to reflect on the year. We have gone through a lot throughout this school year, as students, as teachers, as families, as individuals and especially as a nation. As always, we need to take the good with the bad and learn from it all. What have you learned the past year?

I will be attending the M-PBEA regional convention in Wichita, Kansas, in June. I look forward to this convention and to seeing all of you that will be in attendance. Take care and have a wonderful summer! Please feel free to contact me with any questions or concerns you may have.

President's Corner

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

Twelve individuals have been recognized and given the highest honor by Pi Omega Pi in being named honorary members. These distinguished legends in business education include:

Dr. Herman Enterline
Dr. Alan C. Lloyd
Dr. Elvin S. Eyster
Dr. Hamden L. Forkner
Dr. Floyd L. Crank
Dr. Doris H. Crank
Dr. T. James Crawford
Dr. Marion E. Wood
Dr. Walter A. Brower
Dr. Ellis Jones
Dr. Russ Hosler
Dr. Leonard West

The last honorary member was initiated in 1991.

If your chapter feels that an individual in business education, who has not been a member of Pi Omega Pi, is worthy of being recognized, please nominate this individual as an honorary member.

Dallas in 2003

The National Council of POP had a successful annual meeting during the NBEA convention in late March in Philly. Plans are underway for the Dallas Biennial Convention of Pi Omega Pi in Dallas, Texas. Ginny Richerson is the coordinator of the convention.

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

National Chapter Competition

The 2001-2002 top ten Pi Omega Pi chapters were announced March 29, 2002, at the National Pi Omega Pi Breakfast in Philadelphia, Pennsylvania. The top ten chapters, based upon activities and accomplishments during the preceding year were:

Psi	University of Wisconsin-Whitewater
Beta	Northwest Missouri State University
Chi	Indiana State University
Lambda	Fort Hays State University
Zeta Eta	Kansas State University
Mu	Emporia State University
Alpha Pi	Mississippi State University
Beta Sigma	Montclair State University
Alpha Delta	Bloomsburg University of Pennsylvania
Gamma Phi	North Carolina A&T State University

Sponsors Honored

The following Pi Omega Pi sponsors were honored at Philadelphia for faithful service as follows:

15 years	Connie Ford	Alpha Pi
20 years	Larry Pagel	Epsilon Delta
35 years	Rosemarie McCauley	Beta Sigma
40 years	Robert Gryder	Alpha Iota

National Council 2001-2003

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Chapter Activities

Beta Chapter

Northwest Missouri State University

The Beta Chapter has been keeping busy this semester by holding a suit drive. The chapter donated about two hundred garments and accessories in our suit drive to the Kansas City Women's Employment Network. All of the Beta members also helped with the grading for FBLA competitive events and web pages.

Lambda Chapter

Fort Hays State University

In March Lambda Chapter consumed most of its time with the completion of the chapter National Project. It was a struggle since most of our members are student teaching. Lambda also scheduled an initiation night, but had no one interested in joining. This will leave the chapter with two members when the fall semester begins. Lambda has been trying to come up with ways to get more people interested, but the chapter has not been successful thus far.

Mu Chapter

Emporia State University

Recently, the Mu Chapter finished a mailing to update the alumni directory. The Mu Chapter website has also been updated and can be found at www.emporia.edu/business/POP/. The Pi Omega Pi annual newsletter has been posted to the website. Currently, members have been busy planning fundraisers to help send four members to Philadelphia for the NBEA National Convention. These fundraising projects included a Valentine raffle and a fundraiser to sell Watkins products. Members also introduced speakers at the annual Business Teacher Conference at Emporia State University.

Sigma Chapter

Southeastern Oklahoma State University

Sigma Chapter met on March 26. Agenda items included voting on a potential member, teacher education reminders relative to the upcoming NCATE visit on campus, volunteers for NCATE events, the April initiation ceremony, issues being discussed by the National Council, and plans to attend the Biennial Convention in Dallas next year.

Chi Chapter

Indiana State University

Chi Chapter is finalizing plans for the spring awards banquet. Work on the spring newsletter is also underway. At the April meeting, student teachers will give reports on their experiences. Also, at the April meeting, work schedules for the Secretaries' Day fund-raising project will be completed.

Psi Chapter

University of Wisconsin-Whitewater

It has certainly been a busy two months for Psi Chapter. Besides the usual biweekly meetings, Informal and Formal Initiations were conducted in February. Psi Chapter was excited to welcome five new members. In addition, the national project, initiation report, and annual activity report were completed successfully. Members have already begun selling Krigles for a spring fund-raiser, and plans are underway for members to attend WBEA in April. Finally, members are looking forward to applying for Business Education Department Scholarships that will be due in April.

Alpha Delta Chapter
Bloomsburg University

The Alpha Delta Chapter of Bloomsburg University met monthly to discuss ongoing activities. Nine chapter members will attend the NBEA Conference in Philadelphia. Three new members were inducted into Pi Omega Pi and the chapter will have two graduates in May. Officers will be elected during the April meeting and the new Executive Committee will meet during the summer to outline the chapter's plans for 2002-2003.

Alpha Pi Chapter
Mississippi State University

The Alpha Pi Chapter of Pi Omega Pi has been very active in the last month. The chapter has had more than half of its members assist sponsors in giving the state competitions at the State FBLA/PBL Convention in Jackson, Mississippi. Just this past week two members and both sponsors attended the NBEA convention held in Philadelphia, Pennsylvania. At the convention members and sponsors participated actively in workshops and also attended the Pi Omega Pi Breakfast. At the next meeting members will plan for fundraisers and brainstorm for the next project.

Alpha Psi Chapter
Bowling Green State University

The Alpha Psi Chapter of Pi Omega Pi at Bowling Green State University has a new advisor, Mrs. Karen Johnson, and we have been in a rebuilding year. On Sunday evening, April 14, 2002, new members will be initiated and join the BGSU chapter of Delta Pi Epsilon for a dinner and presentation on professional development on the web. Chapter members look forward to full activity in the new competition year for 2002-2003.

Beta Sigma Chapter
Montclair State University

Beta Sigma chapter is currently working on plans for the End-of-the-Year Reception for all Business Education majors. The chapter's current student teachers will address the group and a first-year teacher and former POP President will discuss strategies for surviving the first-year of teaching.

Beta Kappa Chapter
East Carolina University

In February Beta Kappans held a joint initiation with Gamma Phi Chapter from A&T State University in Greensboro. In March Beta Kappans judged the projects and publications for the national competition and found that task to be a very challenging experience. However, there were many great reports, and members enjoyed reading about the projects in which other chapters were involved. Presently, plans are being made for the spring honors banquet to be held in mid April.

Gamma Phi Chapter
North Carolina A&T State University

The Gamma Phi Chapter has been busy. In February, Gamma Phi had a joint initiation ceremony with the East Carolina University chapter at the Atlantic Coast Business & Marketing Education Conference. There were three students initiated from Gamma Phi. Gamma Phi students also served as presidors at the conference. Gamma Phi hosted a six-hour PRAXIS review workshop on a Saturday in February. Teachers from the area were invited to participate. Professors from the School of Business at NC A&T did the review sessions and distributed handouts to the participants. The workshop was videotaped. Gamma Phi also participated with other campus education related organizations in a project with a nonprofit organization to organize, sort, and

distribute books to other nonprofit organizations.

Zeta Eta Chapter
Kansas State University

Zeta Eta Chapter has been busily working on the Business Education Newsletter, the annual newsletter that is sent out to alumni members every summer. Members worked hard to collect prizes for the keyboarding contest held at the Kansas State University Open House in April. Turnout was good and the event allowed members to meet with prospective students and showcase the program. Thirteen Kansas State University students attended the NBEA convention in Philadelphia.

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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Guidelines for *Here and There*

Attention Advisors and New Members of Pi Omega Pi:

Here are some guidelines to help your chapter receive maximum points for your submissions of articles and chapter activities.

- Submit appropriate articles like those found in professional periodicals. Include citations when necessary. Write in third person, avoiding "I" and "we."
- Write your report on chapter activities in paragraph form. Feel free to use names of honors recipients. Months and dates are not necessary.
- *Here and There* should be a professional newsletter in content and appearance.

Deadlines for *Here and There*:

April 1, 2002
October 1, 2002
December 1, 2002
February 2, 2003

Submit using the Pi Omega Pi website (<http://www.nwmissouri.edu/~oisbe/piomegapi/index.html>) or by email to the national editors (djstone@ksu.edu).

Member Articles**Report Cards for Parents** _____**Joni Jackson**
Beta Chapter

Northwest Missouri State University

In order to get parents more involved in their children's education, some schools in Chicago, Illinois, are turning to report cards for parents. Parents are receiving the typical A through F grade in subjects such as homework monitoring, presentable uniforms, and attendance at school functions. Parents who receive demerits risk being put on academic probation which can be an invitation to a course in child rearing or a visit to their home by a district volunteer. Complaints on this new system are arising from both parents and educators. Critics claim this could turn parents away from becoming involved with school functions. Single parents who have to work more than one job do not have the luxury of time that two parent households have to be able to watch over the schoolwork. These are the parents who are more likely to receive the bad grades, which will result in the parent wanting to hide at home.

In Baltimore parents receive report cards also but in a different way. Here report cards are sent home for the parents to fill out and rate themselves. Here parents are allowed to rate themselves in different categories such as providing pencils and school supplies or attending back-to-school night. This gives parents specific examples of what they can do to become more involved with their child's education. Children take the report cards back to school and with every returned report card they are entered into drawings for prizes. Parents and children like this system of grading parents, and the return rate of the report cards has been reported as overwhelming.

REFERENCE: Morse, Jodie. (June 12, 2000) 65. *Time*

Computer Literacy and the Big Six _____**Jennifer Wahman**
Lambda Chapter

Fort Hays State University

Students need to be "computer literate", but what is computer literacy? Can the student who operates a computer well enough to play Doom be considered computer literate? Will a student who has used computers in school only for running tutorials or an integrated learning system have the skills necessary to survive in our society? Will the ability to do basic word processing be sufficient for students entering the workplace or post-secondary education? The answer to all three of these questions is "no".

Integrating computer skills into content curriculum is one way to assure computer literacy. There are two requirements for effective integration: 1) the skills must directly relate to the content being taught and the assignments given and 2) the skills must be tied together in a logical and systematic information process model. Classroom teachers and computer teachers should work together to develop units and lessons that will include computer skills, general information skills, and content-area curriculum outcomes. Students need to know how to use a computer, but they also need to learn when to use one and why a computer is needed in certain situations. They need to be able to use computers flexibly, creatively, and purposefully.

The Big Six is an information literacy curriculum, an information problem-solving process, and a set of skills which provide a strategy for effectively and efficiently meeting information needs. When taught collaboratively with content area teachers, it serves to ensure that students are information literate.

The Big Six is as follows:

1. **Task Definition**
 - a. Define the task (the information problem)
 - b. Identify information needed in order to complete the task (to solve the information problem)
2. **Information Seeking Strategies**
 - a. Brainstorm all possible sources
 - b. Select the best sources
3. **Location and Access**
 - a. Locate sources
 - b. Find information within the source
4. **Use of Information**
 - a. Engage in the source (read, hear, view, touch)
 - b. Extract relevant information
5. **Synthesis**
 - a. Organize information from multiple sources
 - b. Present the information
6. **Evaluation**
 - a. Judge the process (efficiency)
 - b. Judge the product (effectiveness)

When computer skills are integrated within a problem-solving process, they can then develop true computer literacy.

REFERENCE:

Eisenberg, Michael B. and Johnson, Doug. "Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context." *Clearinghouse on Information and Technology*. March 1996, Digest 96-04.

Teaching to the Diverse Student Population _____

Darcy Tice
MU Chapter

Emporia State University

One of the greatest challenges we will face as educators in the 21st Century is the fact that the student population is becoming more and more diverse. In some of the largest school districts in the U.S., minorities are the majority. Projections indicate that by the year 2010, in states such as California, Texas, New York, New Mexico, Hawaii, Louisiana, and the District of Columbia, the majority of school-age children will be minorities. This is alarming when the majority of teachers are white females, who come from rural and suburban areas, and are not overly familiar with minorities and their cultures. This makes it critical for teachers to know how to teach to their students' diverse needs, and be able to communicate with them.

As educators, we must create an environment that the students feel safe in, and where there is a mutual respect among teachers and students. By using a variety of teaching and learning strategies, such as large group work, team projects, and individual learning, the learning process will be more effective because it will appeal to different thinking and learning strategies.

Being able to communicate effectively with our students is one of the most important aspects of being able to teach to the diverse student population. By understanding that there are many different communication barriers, such as differences in meanings of offensive language, handshakes, smiles, and eye contact, we can

create an environment where everyone is able to reach their potential. Some classroom activities that may encourage students to learn from each other and from each other's cultures are: examining multicultural marketing techniques; examining how the content of mainstream magazines differs from that of magazines targeted to specific ethnic groups; and inviting guest speakers of various cultural backgrounds to share their experiences in the business world.

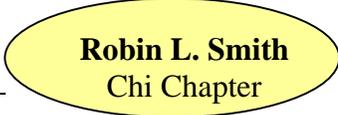
As business educators, we must be aware of this information. By using various techniques and methods, we will be able to communicate effectively in the diverse classroom. Not only will we be teaching our students how to interact with each other and other cultures, but we will also be preparing them to interact effectively with the culturally diverse groups of people in the business world.

REFERENCES:

Timm & Armstrong, *Effective Communication in the Diverse Classroom and Beyond*, *NBEA Business Education Forum*, October 2000.

Richardson, *Teaching a Diverse Student Population in the 21st Century*, *NBEA Business Education Forum*, December 2000.

Teaching in the New Millennium, *Keying In*, January 2001.



Robin L. Smith
Chi Chapter

Business Education Classes Prepare Students for the Workplace

Indiana State University

According to statistics, approximately 80% of all jobs are business or business related (Orrell, 1996). Students enrolled in Business Education classes at the high school level will learn the skills needed to attain an entry-level position after graduation. Thus, we as educators are preparing our students to be productive and successful in the workplace if college is not in their plans. In these business classes, our students are learning how to earn a living. Students will learn practical skills to better enhance their lives as they work to earn their living. By utilizing these skills, these individuals are adding to the productivity in the workplace; contributing toward taxes that finance our local, state, and federal governments; and increasing the number of qualified workers in the workplace (Policy Statement, 49, 1990).

Students must be prepared for the ever-changing needs of the workplace, and they can do that by learning and mastering computer application skills. Technology has had a huge impact on the business world and will continue to be a driving factor into the 21st century. Workers must be educated in these skills in order to meet the changing needs in the workforce. By learning applications of software and the Internet, students are on their way to understanding and thriving in the world that is bound to technology.

Accounting classes can prepare students for an entry-level job after graduation from high school. The students should receive instruction on ethical issues and problem-solving techniques. Developing an ethical framework for decision-making can be a great aid to the high school student who is going to find an entry-level position in this field. Accounting skills and concepts train the student for many jobs that they will be qualified to do after graduation.

Economics and Entrepreneurship are two classes that can help students understand the concepts of our capitalistic society. Concepts such as scarcity, productivity, currency exchange, interdependence, and supply and demand will give the students basic knowledge of how business and the economy works (Leapard, 1993). Students will also learn such skills as critical thinking, planning, adapting to change, and decision-making. These high-level thinking skills are imperative to surviving in the workplace today. Business Education classes have relevance for all students regardless of what they plan to do after high school. Many high school graduates will acquire jobs which require business skills, accounting skills, computer skills, and economic knowledge.

We, as business educators, have the responsibility to educate a competent, business-literate, and skilled workforce.

REFERENCES:

- Leopard, D. W. (1993). Economics through business education. *Business Education Forum*, 48, (2), 35-37.
 Orrell, K. (1996). Tech prep: A vision for the 21st century. *Business Education Forum*, 50, (4), 3-6.
 Policy Statement 49. Policies Commission for Business and Economic Education. (1997). Cincinnati, OH: South-Western Educational Publishing.

“If it Ain’t Broke, Break It”

Marietta Kotch
Alpha Delta Chapter

Bloomsburg University

At the Third General Session of the NBEA Conference held in Philadelphia, Pennsylvania, Robert B. Tucker, an internationally recognized leader in the field of strategic innovation, delivered a motivating presentation in reference to innovation. During the question and answer period a gentlemen in the audience asked Mr. Tucker, “Whatever happened to “If it ain’t broke, don’t fix it?” Mr. Tucker’s response to the gentlemen was, “If it ain’t broke, then BREAK IT!”

Webster’s dictionary defines innovation as “an act of changing or the change made in practices by the introduction of something new.” We, as future business educators, understand this innovation concept very well. In Business Education it seems that each new day brings about “the introduction of something new.”

Innovation involves creativity. When we don’t create, we can’t learn and when we can’t learn, we cannot grow. In Business Education we need to constantly explore, break through barriers, generate new ideas, solve problems, identify opportunities, receive input from others, experiment, try, fail and try again. Mr. Tucker suggested ways in which we can be more innovative: identify what gets your creative juices flowing, harvest the ideas and then “download” those ideas. In other words, come up with ideas and then “bring them to life.”

One great way you can get your creative juices flowing is to be part of a professional organization. So much knowledge, so much experience and so many ideas are presented at professional development meetings. These conferences and conventions encourage, educate and motivate us to not be afraid to explore new ways to present material, manage our classrooms and keep our students motivated. It is important for us as future business educators to be able to constantly adapt our teaching techniques to incorporate new technologies so that we can meet the needs of a new generation of students. I encourage all of you to be innovative, to come up with ideas and then bring them to life, to share those ideas with others and to not be afraid to “BREAK IT!”

The Net Generation

Amy Winstead
Michelle Fox
Alpha Pi

Mississippi State University

The Net Generation consists of high school, college students, and those students who are younger. Their learning style is based on activities, not lecturing. Not many children spend time playing outside or reading; they are usually in front of a computer or television. Today, children in elementary schools are carrying cell phones and pagers. Because of all these changes, a demand has been put on education to become more

interactive and exciting. The majority of the Net Generation uses many forms of computers, including: televisions, laptops, hand-held computers, Nintendo, cell phones, etc. Whether it is for entertainment, school, or just communication, many of these students use these devices. A large number of this generation's students are not concerned with what jobs they will have, but are more concerned with how much money they will make and if it is going to support their current lifestyles. Yet, not all of the students of this era have the money to access this technology. Many of the poor students and young women are not interested in technology because they have not had the money to access computers, Nintendo, etc.

There are many ways that teachers can help these students learn better. One: the Net Generation not only needs computers but they also need teachers who know how to teach the students how to use the computers. The best way to do this is by making the classroom environment more student-centered rather than teacher-centered. For example, a class can learn from its mistakes rather than have a teacher stand up and lecture about the mistakes a student may or may not make. Two: make sure that the activities being taught will benefit the children, not only in their schoolwork, but also in their daily activities. For example, use computer games that are fun but that help the students interact with other students and help them learn the concept being taught. Teachers can make up games that pertain to the subject being taught using television game shows such as Jeopardy, Wheel of Fortune, or Who Wants to Be a Millionaire. These types of games will benefit the students in more ways than they realize. Many of the students will think that they are just simply playing a game, when actually they are learning. In addition, teachers that use teamwork have discovered that this increases the students' knowledge of the subject being taught. For example, students benefit from making their own web pages. They need some direction, but many will put their heads together and come up with many ideas to help each other out. With this generation of students, teachers need to focus on the students rather than the material being taught.

Assessing Adult Students

Heather Traxler
Alpha Psi Chapter

Bowling Green State University

A student can be defined in many ways, especially when talking about a college student. There is no single description of a "typical" student. Therefore, we need to be prepared to teach anyone, including adults. One major challenge of teaching adults is how they will be assessed. There are many ways to assess a student. But, according to Carol E. Kasworm and Catherine A. Marienau there are five key principles to keep in mind as you are assessing adult students. These five principles can provide an outline for assessment strategies and aid in measuring adult learning efforts. They include:

1. Learning is derived from multiple sources. Adults have multiple sources of knowing; the learning process stimulates from interaction with all knowledge sources.
2. Learning engages the whole person and contributes to that person's development. When adults partake in significant learning experiences, they hit the cognitive, affective, and cognitive domains of learning.
3. Learning and the capacity for self-direction are promoted by feedback. Adults should be active participants in the learning and assessment processes, including active participation in self-assessment.
4. Learning occurs in context; its significance relates in part to its impact on those contexts. Assessment needs to embrace the adult's total involvement and the impact of work, family, and community.
5. Learning from experiences is a unique meaning making event that creates diversity among adult learners. Accommodate for the differences from one adult learner to the next depending on the life experiences and education of each.

Adults need affective outcomes, self-directed learning, and personal experience brought into the classroom. When determining how best to teach and assess adult learners, take each person's situation into account.

REFERENCES:

Kasworm, Carol E. & Marienau, Catherine A. (1997). Principles for Assessment of Adult Learning, *New Directions for Adult and Continuing Education*, 5-16.

Distance Education in Secondary Schools

Lindsey Barwick
K'Charis Drewery
 Beta Kappa

East Carolina University

In an age dependant upon technology, it is no surprise that distance education is the trend in learning. More and more secondary schools are offering distance education courses. Whether Internet based, via satellite, or telephone, many of today's graduates may never have to set foot in a classroom to earn their diplomas. This raises a major question: How effective is distance education?

With today's technological advancements, distance education is becoming commonplace, and proves to offer many advantages. The following are general advantages to distance education:

- Students in small, rural, or low-income school districts can take specialized courses not generally offered to them
- Home schooled students are provided with instruction in subject matter that their parents may not be able to teach
- It meets the needs of those students recovering in hospitals, dropouts who would like to go back, expelled students, or single parents
- Today's schools are overcrowded, and by using distance education, school systems do not have to build new buildings

While all of the listed advantages are general and apply to distance education as a whole, each division of distance education offers its own benefits.

Instructional television, a form of distance education, offers it own advantages, somewhat different from other forms of distance education. To begin with, Instructional Television, abbreviated as ITV, is a familiar medium. Most people have watched television and are comfortable with the viewing process. Furthermore, Instructional Television is an effective way of exposing students to places they have never seen or may never have the option to visit. Television can take a classroom anywhere. Finally, by using ITV time and space can be collapsed so that events can be captured and relayed as they happen. Hence, a child in North Carolina can view a teacher in California while she is giving a lesson, regardless of the time difference and miles between them.

The World Wide Web, another means to dispense distance education, has its own benefits. Classes can build their own home pages, and an instructor can use sites such as Blackboard to post class syllabus, daily assignments, and grades. The home pages, or Blackboard, can also offer opportunities for discussion boards and other forms of communication between students. Other links can access library catalogs or each student's individual home page. E-mail between the students and the professor is also possible and necessary for distance education involving the Internet, or World Wide Web.

Interactive Videoconferencing has its own advantages as well. Interactive Videoconferencing is similar to Instructional Television, but offers interaction between the student and teacher, rather than simply viewing

the instructor on television. Some of the advantages include the visual conferencing between students and the instructor or among students at different sites, and have two-way interaction, rather than simply viewing the person.

As is apparent, distance education as a whole offers many advantages to today's students. Each division offers separate and unique advantages, but all essentially have benefits in education.

Kellie Smith
Gloria Gepner
Brian Becker
Zeta Eta

We Were There—NBEA in Philadelphia _____

Kansas State University

On March 27-30, thirteen Kansas State University students in the Business Education Club and Pi Omega Pi attended the National Business Education Association Conference in Philadelphia, Pennsylvania. The conference was held in downtown Philadelphia at the Marriott, within walking distance of the birthplace of American independence.

The conference was very educational and we learned many different techniques and helpful ideas from workshops, speakers, and other experienced teachers from around the nation. Attending this conference allows business teachers to learn and keep up with the rapid growth and change in this area of concentration so that we can prepare students for success in tomorrow's workplace. It was very interesting to listen to the different teachers who recall using typewriters, and how they never imagined being where we are today with computers. To today's young adults, computers have been an everyday part of life, but who knows where we will be in ten years!

Each day we were able to attend valuable workshops that gave us new ideas about ways that we could teach some of our classes. There were workshops ranging from computer applications to sports marketing to financial planning. Each of these workshops provided us valuable insight into how we could teach these classes so that our students can learn more effectively. At the first general session, we were able to hear from Roger Dow, a top executive for Marriott International. Roger shared stories about his life and how he became one of the top executives for Marriott. His speech was very motivational and uplifting to the over one thousand people who attended. On Saturday the conference was closed with speaker, Jerry Linenger, who spent 132 days aboard the Russian Space Station MIR. Hearing about his experiences while on board MIR was very educational and entertaining at the same time.

Although our days were filled with many educational opportunities, the conference did allow everyone time to explore Philadelphia. Seeing things like the Liberty Bell, Independence Hall, Samuel Powell's house, and many other historical attractions was an exciting opportunity for all of us. Since we were staying in the heart of Philadelphia, we were close to many of these famous landmarks. Of course, we couldn't leave Philadelphia without experiencing the mouth-watering taste of a Philly Cheesesteak sandwich, or without visiting the famous steps that Rocky Balboa made famous. The NBEA conference was definitely a trip that will not be forgotten. We had the opportunity to learn valuable information and gain useful tools from the conference; in addition, we also learned about our nation's incredible heritage.

Chapter Sponsor Email

As of April 2002

Please notify the National Editor of corrections and additions.

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