



# 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 Taya Moore

National Student Representative  
Northwest Missouri State University

Season Greetings! I hope everyone has stuffed himself or herself with turkey and pumpkin pie over Thanksgiving break and is now ready for finals. Can you believe winter break is almost here? Congratulations to those that are graduating this semester. I am really looking forward to student teaching next semester, and would like to wish all the other student teachers good luck.

School can be very stressful, especially towards the end when papers are due and finals are near. You may think this semester will never end, but just remember hard work pays off and it will all be over soon enough, and you will wonder where the time went. Please feel free to contact me if you have any questions at all. I will be happy to help. Have a safe and happy Holiday.

### Attention: New Due Dates

There is going to be a new competition year. The 2003 competition year will be April, Oct, and Dec.

Beginning January 2004, the *Here and There* due dates will be Feb. 1, April 1, Oct. 1, and Dec. 1.

### President's Report

Ginny Richerson, Gamma Upsilon Chapter  
Murray State University

Where has the semester gone? It seems like just yesterday that the fall semester began, and now the end of the semester is quickly approaching. For me, this means developing final examinations and cleaning up my office (at least moving the piles of paper around so the custodian thinks I have cleaned)!

The program for the annual NBEA convention in Chicago, Illinois, (April 7-10, 2004) has been finalized. There will be many exciting sessions to attend including the Pi Omega Pi Breakfast meeting. The full convention schedule and registration forms will be in the December issue of the *Business Education Forum*.

I am looking forward to meeting with many of the sponsors and members in Chicago on Friday, April 9, at 7:00 a.m. The top 10 chapters will be announced at that time.

Please remember to submit your reports to the East Carolina State University Pi Omega Pi chapter by January 31, 2004. The National Chapter Award Competition Guidelines for 2003 were mailed to your chapters in October. If for some reason your chapter did not receive a copy, please contact me ASAP.

Good luck with all of your final examinations and see you in Chicago in April.

**Delta Pi Epsilon**

Continue your commitment to the business education profession by joining Delta Pi Epsilon. Contact the Delta Pi Epsilon National Office at P.O. Box 4340, Little Rock, AR 77214, Telephone: (501) 219-1866; or email [dpe@iap.net](mailto:dpe@iap.net).

Here and There

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## Chapter Activities

### **Beta Chapter**

Northwest Missouri State University

On November 13, the Beta chapter inducted seven new members followed by a business meeting and a technology presentation. Kerrie Gannan, Stacey Gillip, Kelly Hodge, Katie Mosby, Amber Oswald, and Nathan Uthe were able to attend the induction ceremony. Amber Yeager was unable to attend. The Chapter then had a short business meeting to discuss the 4-H computer workshop and the FBLA competition that the Chapter would be hosting.

Marilyn Hamm and Terri Welch from the NTS Business Department shared with the Chapter different ways to bring technology in the classroom. Melissa Schram, who could not attend, had made a Tegrity lecture for members to view over palms in the classroom. The speakers showed off Palms and PDAs and demonstrated E Instruction, a remote control testing device.

### **Lambda Chapter**

Fort Hays State University

Lambda Chapter has stayed very busy this semester. Last month at the meeting, members had Lambda Chapter's former secretary and current teacher come to talk with members. She gave a very informative seminar on bringing a high school business program into compliance with VE2 funding standards. Also, members have been getting geared up for the national project competition. Putting together the project is always a fun way to get together outside of the classroom environment. Chapter members are all looking forward to attending the NBEA convention this spring.

### **Mu Chapter**

Emporia State University

The Mu Chapter has organized a Home Interior Candle's fundraiser to raise money for the Compeer Christmas Party. The members are excited to be able to give back to the community. Also, the organization is planning a weekend class that will be open to the community. The topic will be "Enhancing Your Internet Searches." The Chapter hopes the event will become an annual tradition at Emporia State University. The president of the Mu Chapter, Jennifer Owen, spoke about Pi Omega Pi at the School of Business Awards Banquet. Many of the current Pi Omega Pi members were recognized at this event.

### **Sigma Chapter**

Southeastern Oklahoma State University

One new member, Kevin Turner, was initiated at Sigma Chapter's last meeting. Members are selling mini-loaves of homemade banana bread and pumpkin bread for the fall fundraiser; sales have been good. Two members will donate time to help with Presidential Partners in early December; they will present a gift certificate to a needy child and spend a fun evening having pizza and bowling with the child. Members voted to also sponsor an angel tree child at Wal-Mart. Three members will finish their Methods of Teaching Business class next week; one member will student teach in the spring and two will student teach in the fall. The Chapter will meet at a member's home for the December 1 meeting; members are bringing donations for the local Crisis Center.

**Psi Chapter**

University of Wisconsin-Whitewater

The last two months have been fairly busy for the Psi Chapter. The Chapter continues to have bi-weekly meetings. At one of these meetings, formal initiation was held with a very successful turnout of 12 new inductees. It looks like a very promising group of members.

Psi chapter helped in the Whitewater Prairie Restoration along with other students, faculty, and community members. The Prairie Restoration has had a very promising program and continues to grow each year.

Psi Chapter joined the Marketing Education Association for a social at the Kenosha Dog Track. It was the first time at a racetrack for many members and was enjoyed by all who attended.

The Psi Chapter has been busy planning and organizing the 2003 National Chapter Activities Competition. The local project, a student teacher panel, has already been completed. The community and the national projects are underway with a fairly high participant level. The end of the year will come quickly though and December will be extremely busy for Psi Chapter.

**Alpha Beta Chapter**

Eastern Kentucky University

The Alpha Beta Chapter started the school year off on a good note. Since the last report, three chapter meetings have been held. Also on October 20, the Director of School and Media Relations for the local school district spoke to the chapter about the issues in

schools and informing the media. The Chapter members have completed the regional project and are busy putting the final touches on the local and national projects. The Chapter is also wrapping up a fundraiser to help with expenses to attend the NBEA conference in Chicago.

**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 recently held a fundraiser by catering lunch for the faculty to raise money for the NBEA conference in April. The members recently went to a local Career and Technology Center and taught a lesson on leadership. The Chapter is currently planning a Christmas party that will be held at the chapter sponsor's home.

**Zeta Eta Chapter**

Kansas State University

Fundraising has been the goal this month so that members can attend the NBEA Conference in Chicago. The Chapter sold K-State College of Education T-shirts and purple Wildcat fleece blankets. The fundraising was very successful. The national project is coming along nicely and is almost finished. This project has had lots of involvement from everyone. In December the Chapter will have a fall initiation and will initiate six new members. A new thing on the agenda is K-State's Open House, which is in April. Members are starting to make plans for that to help promote Business Education and Pi Omega Pi.

**Member Articles****Technology and Education** \_\_\_\_\_

**Jeff Rives**  
Beta Chapter

Northwest Missouri State University

With today's technological advances, many things in our everyday life are changing. One of the biggest changes seen is the integration of technology with education. These merges are not only happening at the post- secondary level, but kindergarten students are also being exposed to technology.

As a future teacher, I have noticed the changes throughout different levels of schooling. I was first introduced into a computer class in middle school, and then in high school I had the option of taking more computer classes. I have witnessed through practicum and student teaching that every child is taking basic technology classes. This technology is not only being used in business courses, but it is also being integrated into science, math, English and has also been placed into elementary schools.

Teachers are also delivering the material using technology. SMART boards or electronic white boards are one of the new devices that teachers are using. This allows the teacher to use a computer but be at the board and do everything right on the screen. The Internet is also becoming a more valuable asset to schools across the nation. In the year 2000, 98 percent of public schools had Internet access. This was a 35 percent increase from 1994 (Wood, 2002).

PDA's and handheld computers are being used in classrooms across the nation. These are small personal computers that can have the ability to access the Internet anywhere at anytime. Many teachers are using them for projects. This small piece of technology is motivating students of all ages. Sixth and seventh grade life science classes at King Middle School in Portland, Maine, are using PDA's to do a pollution research project (Wood, 2002).

As technology advances and becomes less expensive, it will be used more and more in schools. The question teachers need to ask themselves is, "Can I implement technology into my classroom to show my students that learning is fun?"

With a little time and research all teachers can be using technology. There are several grants for technology and many manufacturers are also willing to give educational discounts.

**References:**

Wood, Christina. (2002, March 12). PC Magazine. Retrieved November 20, 2003 from <http://www.pcmag.com/article2/0,4149,87485,00.asp>

**Teaching the Number Row** \_\_\_\_\_

**Chris Battin**  
Lambda Chapter

Fort Hays State University

Teaching the number row is a very important part of keyboarding instruction. Many people have difficulty keying numbers and most have difficulty learning how to correctly key the number row. Although it is important and difficult for some people to learn, many teachers do not spend a sufficient amount of time teaching this row of keys. Another reason for the lack of success on the number row is that some teachers do not understand how to effectively teach this row of keys. Students can also be

blamed for the difficulty the number row presents because of psychological factors. Some of these factors are:

1. "Teachers know and students soon learn that the top-row reaches are longer and somewhat harder to make than most of the letter reaches."
2. "After building reasonably high keyboarding rates on alphabetic copy, both students and teachers dislike the reduction in speed demanded from learning the top-row reaches."
3. "Teachers are often less than enthusiastic about demonstrating the top-row reaches because their own figure/symbol keyboarding skills may be weak."
4. "Statistical copy is usually not as 'interesting' as straight copy even though its accuracy is of equal, if not greater, importance." (Century 21)

With the importance that has been placed on data processing and keyboarding, many students will not develop the appropriate speed and accuracy in keying numbers that many teachers and jobs require.

Some of the main reasons for this are:

1. "Insufficient practice at the time of initial learning to develop correct technique for figure/symbol reaches;"
2. "Inadequate and too infrequent demonstrations of correct motion patterns to the top-row keys;"
3. "Inadequate follow-up practice on figures and symbols in context to assure mastery;"
4. "Fear of making errors when making the longer reaches to figures and symbols." (Century 21)

These reasons help explain where the emphasis needs to be placed when teaching the number row. Students need to learn the proper technique, practice the reaches, and they need to be given the confidence that they will not make errors.

The first thing to consider when teaching the number row is when the keys should be taught. Teaching the number row is not effective until the students have a good grasp of the alphabet keys. They need to be able to type alphabetic copy with good speed and accuracy. If students have not learned the alphabetic keys, they will struggle to find the number row because they have not mastered the reaches for any of the other rows. They will start to sacrifice technique for speed and may begin to hunt-and-peck for the keys.

The next consideration is how to teach the fourth row of keys. These keys should be taught just like any other key on the keyboard. There needs to be introduction and demonstration, reach practice, drills and timed writings, and review. When teaching the number row the teacher needs to keep in mind that this row is harder for the students to learn and the touch method of typing should be a goal to reach not a starting point. A couple of rules when teaching the number row are:

1. "Present a limited number of numbers in one lesson."
2. "Teach digits as a group rather than individual numbers. (43 instead of 4-3)"
3. "Gradually provide drills that contain a mixture of alphanumeric copy." The date is a good way to start typing alphanumeric copy.
4. "Allow students to look at the keys, then touch without typing, and finally type keys." (Calhoun)

There are three methods that can be used to teach the number row. The first method is the conventional home row method. In this method, students are taught the proper reaches from the home row. The best way to do this is by only introducing a couple of numbers per lesson. By only learning a few numbers at a time, students will get the repetition necessary to develop the confidence to make number row reaches. In this method, students should learn the keys just like any other key. They should be able to look at the keyboard, practice making the reach without typing the number, and then they should type the number. They need to practice these reaches with a lot of repetition. After some mastery of the number row, mixed copy should be used for the students to follow. (Calhoun)

The second method that is used is very similar to the conventional home row method. This method is called the "we 23" method. The "we 23" method of typing focuses on the use of words on the third row followed by the number that corresponds to the word (i.e., we 23, eye 363, ripe 4803).

After students gain confidence typing the two-letter combination, they can be pushed to the three and four letter combinations. These combinations are a little harder because the student may not remember the sequence as easily. They will have to recall what finger they stroked the letter with in order to type the number. The fascinating part of this method is that the longest word that can be used on the third row is typewriter. (West)

The third method that can be used to teach the number row is the pipe organ method. Students will place their left hand on the number row and keep their right hand on the home row. If the copy is entirely numeric, it is okay for students to place both hands on the number row. The analogy of a pipe organ is used because students will be moving their hands back and forth from the home row to the number row just like playing an organ. Most of the time students will leave their right hand on the home row in order to type the spacebar, commas, periods, and enter. In order for them to leave their right hand on the home row, they will have to learn the proper reaches by some other method. In all of the research, there has been no statistical evidence found that this method is better than the others. The one caution about this method is that the students will have to keep moving their hands and fatigue will set in more and more. (West)

Mastering the number row takes a great deal of time and practice. After the number row is taught, it is important to give timed writings and drills to review the numbers in other lessons. There are many psychological factors that can get in the way of the students learning the number row and teachers need to keep these factors in mind and make sure they give students the encouragement and self-confidence the student needs to succeed. When building a keyboarding curriculum, there needs to be enough gap between alphabet copy and the introduction of numbers that students can efficiently type letters. There also needs to be enough drill and practice after the numbers are taught that the students can type the numbers by the touch method. No matter which method is used, proper technique and good practice is the key to learning the number row.

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**An Analysis of the Opportunities and Threats in Business Education** —

**Jessica Bruna**  
Mu Chapter

Emporia State University

Business Education, like most fields, has its share of opportunities as well as threats. This field in particular is one of the hardest fields in education to keep up with, as it is technologically based. A popular saying states that when one opens the computer box of his or her new computer it is already outdated. As a result of the constant changes in technology, business teachers must continually take classes in order to ensure they have the knowledge and skills required in the field.

The opportunities in Business Education may seem to be limited, but there are a few that come to mind. The first opportunity that comes to mind is the current shortage of business teachers in selected

areas across Kansas. The high demand will make it easier to find a job if one is willing to relocate. Other advantages include job stability and the opportunity for professional development.

There are a number of threats that business educators also face. One of the greatest threats facing this field is budget cuts. These are happening not only in Kansas, but also across the nation. This is not such a huge problem for English or even math teachers, because their materials are relatively inexpensive and do not change rapidly. On the other hand, business teachers who require expensive equipment such as computers need updated systems about every two to five years. So, when budget cuts come along, business courses are often cut. Grants are available, but they are difficult to find and the applications are generally very long and tedious.

Although there are many opportunities and threats educators face in this field, it is one in which there are many intrinsic rewards.

## Elementary Keyboarding

**Allison Wagner**  
Psi Chapter

University of Wisconsin-Whitewater

Keyboarding has been a primary focus in high school level classes in the past. However, with the increased use of computers, the majority of teachers require typed papers rather than handwritten ones. The increased use of computers has forced elementary students to learn keyboarding. However, there is still controversy over who should teach the class and at what age it should be taught.

Children should begin keyboarding in the third, fourth, or even fifth grade. It is recommended that they practice every day. It is also important that keyboarding is reinforced in every grade thereafter. The best results will come from this continuous practice. This information on elementary keyboarding, researched by Dr. Harriet Rogers, can be found at the following website:

<http://facstaff.uww.edu/rogersh/INDEX.HTM>

Every school district has a different preference of who teaches elementary keyboarding. Preference can vary from a business education teacher to an elementary teacher. The best instruction comes from a combined effort by elementary and business education teachers. The two should work together to form a lesson. In the past, it has generally been the elementary teacher who implements the lesson, but this trend is changing.

The best time for business education students to get an elementary keyboarding license is during a field study experience where learning takes place in a business education classroom. The student can ask to be placed in a school where elementary keyboarding is taught and where hours can be obtained. An elementary keyboarding license requires 30 hours of field experience at the elementary keyboarding level, a 2-credit course that meets 3 times, and a final project. This license is a great way to make graduates more marketable.

Elementary keyboarding is growing, and it is important that business education teachers play a role in the learning process.

**Technology Dependency****Nicolas Beach**  
Alpha Beta

Eastern Kentucky University

Technology use in schools has grown rampantly in the past several years. Most middle and high schools today are equipped with computers throughout the schools, and they are even showing up in greater numbers in elementary schools. Many different acts of legislation, both on the state and federal levels, are pushing towards more technology use in the schools. The latest legislation was the No Child Left Behind Act (NCLB), enacted by President Bush. One of the major goals in NCLB is to promote more technology use in schools, mainly by the way of computers. Computers and the Internet have opened up a great new world of information for people to be able to use to teach and learn. This raises the question: Have we, as a society, become too dependent on technology?

When you think about it, we have become dependent on computers in our daily lives. Most college students and teachers were born before the invention of the personal computer, in the early 1980's. In roughly twenty years, we have reached the point where there is a computer in almost every household and in almost every school; they are everywhere and very widely used. Most people today cannot complete their daily activities without using a computer. Computers are a way to help work be more efficient, but most people cannot do the work that they need to do without a computer. The same goes for students in schools. Some of them cannot go through a day without checking their e-mail at least ten times, and this is usually done during schools hours.

When people from generations before the personal computer went to school, they did everything manually. The key points in school were reading, writing, and arithmetic. If you ask someone from prior generations how to complete a mathematical problem such as  $23 \times 9$ , they would either use a piece of paper and a pencil or you would see the gears in their head begin to turn as they were figuring out the answer in their head. The first thing that a student would do today is pull out his or her calculator.

Many students in college cannot figure out basic math equations without using a calculator. These are not students in calculus, rather students performing basic operations of adding, subtracting, multiplying, and dividing. This dependency on the calculator has spread even as far as elementary school, where students are allowed to use calculators on math tests. Why does an elementary school student need to use a calculator? The elementary years are when students are supposed to be learning how to solve mathematical problems like  $2 \times 2$ , not learning how to use a calculator to solve the problem. That is teaching a child how to use a calculator, not how to solve math problems. One professor who taught calculus at USC would tell his students, "You have to know what you are doing before you can even use the calculator to solve a math problem." When it comes to calculus, he is correct. Numerous steps and different equations and procedures must be used to solve a problem and a calculator is just used to calculate simple arithmetic. The concepts and principles must be known to even know what to punch into the calculator. Students today are not even able to tell you the concept or principle involved in the arithmetic, but they can tell you what buttons they need to punch on their calculator to solve the problem.

In an informal case study the researcher completed recently, a student that has been labeled as having Attention Deficit Hyperactivity Disorder (ADHD) was evaluated on her use of technology. This is a child that has little to no attention span and has some difficulties in school. Homework is a problem because she cannot concentrate long enough to complete the assignments. This very same student, however, can sit in front of a television and play a video game for hours on end, uninterrupted, and pay full attention to the game. This child was given a portion of the textbook to read and then a series of

questions on paper to answer about the reading. After the child finally completed the reading after many different distractions, she was unable to answer the questions on paper, and became very frustrated. This same textbook material was available from the book's publisher online. The child was given a different passage to read online and similar questions to answer that were also online. The child was able to sit and read the passage and answer all of the questions without any distractions and got all of the questions correct.

Here we have a child that cannot pay attention for very long to any particular thing when it comes to school. When she is given an electronic gaming system or is allowed to complete the exact same assignment on a computer, she is absolutely no different than a child that does not have ADHD. Her attention span is perfect and she is able to complete the work with very little of the aggravation that is often experienced by children with ADHD. All her life she has had access to a computer and various electronic gaming systems, and she seems to have developed a dependency for these various forms of technology.

These points still raise the question: "Have we become dependent on technology?" In the classroom a computer can be a wonderful learning tool to enrich activities. Imagine teaching keyboarding without a computer. We would still be using typewriters to teach. Computers have done so much to improve our lives, but at what cost? When students are not able to go a day without using a computer, a dependency develops. When a student is unable to calculate a very simple math problem without using a calculator, then we have failed to teach them the necessary skills in mathematics. Are students going to be able to function in life without a computer if there came a time that they would need to, or have we already become so dependent that we would fail to function without our trusty computer? These are mere opinions and questions that need to be posed and considered. Would you be able to function without your computer?

**Knowledge is Power** \_\_\_\_\_

**Eric L. Udell**  
Alpha Iota

Arizona State University

Our society lives in an era where knowledge and information move at the speed of light. The ability to store and access data has seemingly grown at a phenomenal rate. Today's business educators must learn to keep pace with these tremendous rates of change and adapt their teaching methods to captivate their students' interest.

One common misconception that plagues some of our classrooms is the thought that teaching is only a one-way street. Some teachers, by their mere actions and demeanor, imply that teachers only teach, and students only learn. This sad philosophy limits the plethora of possible things that students can teach us.

In Judo, *jita kyoei* translates to mean "mutual benefit, harmonious development and the eventual perfection of the human character." The pitfall of uneducated educators is to fool themselves into believing they know it all. They live in a fantasyland that feeds their ego, and they never accept ownership of the fact they don't really know everything.

Socrates once said, "A truly wise man knows he knows nothing." If he were alive today, he would probably say his statement was meant to leave room for improvement. It seems that some are not able to self-actualize their limitations, since it would be a blow to their already low self-esteem. The key to success as an educator is not to appear human, but it is to be human. Nothing can be as fulfilling as teaching someone something. Imagine the mutual benefit of accomplishment, if a student can teach his teacher something.

The translation of the calligraphy of jita kyoei actually means, “You and I shining together.” Show students that teachers are human and avoid the translation, “I shine, while you polish.”

## Advisory Committees

**Elizabeth Field**

Alpha Pi

Mississippi State University

Advisory committees, what are they and how are they established? These are questions that a first-year teacher may find himself/herself asking. The committee is a vital part of any program. It is organized to assist in making business education programs as efficient and effective as possible so that the occupational area and the students gain maximum benefits. There are two types of advisory committees, general and program, and they are established in similar yet distinct ways.

A general advisory committee advises the institution as a whole. It is comprised of business, industry, and community leaders. The size of the committee depends on the size of the community, the business education program, variety of business and industry, and the purpose of the committee. Each member generally should serve a three-year term for continuity and change. These members may be appointed or elected, depending on school board policy.

The committee should select a chairperson, vice chairperson, and secretary to office. The chairperson is a representative from the community. He or she is expected to execute more time than any other member on the affairs of the committee. The vice-chairperson works closely with the chairperson and serves as chairperson in the event of an absence. The secretary is an administrator of the institution. If each officer and member is aware of his/her duties and the committee's bylaws, the advisory committee will be an effective resource.

A program advisory committee is a two-way system that informs the institution of industry needs and informs industries of service that can be provided by the institution. It is comprised of:

1. A supervisory person employed in an occupation directly related to the program
2. A non-supervisory person that performs those competencies related to the program
3. A former student with three years of on-the-job experience related to the program
4. Parents of current students
5. Current president of the student organization

These members should be recommended by the teacher and then appointed by the chief administrator. The initial appointments last for a year and may be reappointed if active in the committee.

The program advisory committee should also contain officers in the form of a chairperson, vice chairperson, and secretary. However, the chairperson is a representative from the occupational area, rather than from the community. This chairperson in this committee is also expected to expend more time than any other member on the affairs of the committee. The duties of the program advisory committee's chairperson and the general advisory committee's chairperson are basically the same. However, the goal of the program advisory committees' chairperson is to focus on a specific program. The vice-chairperson works closely with the chairperson and serves as chairperson in the event of an absence. He or she should also be a member of the occupational area. The secretary of the program advisory committee is not the administrator, but the teacher. This is due to the fact that the program advisory committee is focused on the actual career and technical program, rather than the institution as whole.

An advisory committee is essential to the success of any program. Educators need to use their public relation skills to acquire members that will increase the general productivity of the institution or program.

The member quality is fundamental to an effective advisory committee. When appropriately implemented, the advisory committee is a valuable tool in developing students' knowledge for and about business, thus, providing the necessary foundation for a prosperous and rewarding experience in the world of work.

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**Cyber Citation** \_\_\_\_\_

**Katie Wendte**  
Zeta Eta

Kansas State University

Many people look at the Internet as a virtual library that contains books, essays, and articles. There are two problems with thinking of the Internet as a virtual library. The first problem is the documents on the Internet are difficult to catalog. Another problem is the items on the Internet can be deleted with the touch of a webmasters delete button. This could be a sign of poor ethics if your professor cannot find the cited source in your paper.

There are some strategies students can use to take advantage of the information available in the virtual library. Using these tips will help safeguard your Internet research. The first tip is to save or print all documents you intend to cite. This will also help when you need to make direct quotes, because you can just copy and paste. You should also look for a printed version of the same document. The original version could contain more information than the electronic version.

Credibility could also be a problem when using information pulled from the Internet. Anyone can publish anything on the Internet; this can be good or bad. A good thing is you can find information on the Internet that you cannot find anywhere else. A bad thing is when you search, not everything you pull up is going to be reliable. One way to measure the reliability is to compare this source with other sources. You should also look for the author's name, usually in the byline. This can allow you to do follow-up research on the author's reputation.

When you are citing an Internet cite, it can vary depending on your topic or audience. You should ask your professor before you write a paper. They may have their own guidelines for citing Internet sources. There are two major guides for college writing. The MLA Handbook for Writers of Research and the Publication Manual of the APA. The fourth edition of the MLA Handbook has some basic information for citing online databases. The APA manual, as of this publication, did not have guides for Internet citation. There are many web sites that list the MLA style or other styles of citing. One example is Janice Walker's MLA Style Citation of Electronic Sources. When you find a way to cite, you should cite not only in the text, but also in the bibliography.

**References:**

Arnzen, Michael. (1996, September) Cyber citations: Documenting Internet sources presents some thorny problems. *Internet World*. 72-74.

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