



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

As the semester winds down, there is much to do in the little time available. Projects to finish up, papers to write, tests to take and finals to study for (not to mention worry about)! The list could go on, but you get the point. Believe me, I know exactly what you are going through. Just remember that after finals, you have a couple of weeks to regroup.

Enjoy those few weeks and take time to “smell the roses.” However, do not forget your goals. If you have time, go to a local high school or middle school to observe, apply to substitute teach, or interview a secondary business to add to your professional development. There are so many options. I know it is nice to relax, but I also know how hard it is to find time to go into a classroom, outside of our own classroom requirements. Every little bit helps! Take advantage of what is out there. You will only benefit your future as a teacher by choosing to do these things.

In closing, I would just like to say good luck to everyone on your finals. You will do great! Congratulations on a successful semester. Take care and have a happy and safe holiday season.

President's Report

Nancy Zeliff, Beta Chapter
Northwest Missouri State University

This week, I've been interviewed by two Northwest students for their composition and speech assignments. Both individuals caused me to reflect on my twenty years as a business educator. Both students asked me why I chose to become a computer teacher. I chuckled and said, “I didn't!” The looks on their faces were priceless!

As many sponsors can attest, the curricula in our business teacher education programs had some similar components to those found today. But much has changed in our discipline and in teacher preparation programs. I wanted to become a high school business teacher because I thrived on details and organization, I liked shorthand and typing, and I liked kids! Today I like business and computer education because I like change, challenges, technology, young adults, and teachers.

What are you learning as prospective business educators in the first decade of the new millennium? You're learning about the importance of accurate and archival financial records and ethics (Enron case); you're learning about workplace violence and disaster recovery plans (World Trade and Pentagon terrorist attacks); you're investigating alternative input devices (due to repetitive stress injuries); you're learning computer applications that have increased productivity; and you're still learning traditional economic, proofreading, communication,

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and business skills. What will you need to learn in five years as a teacher so that you can teach your students the new concepts and skills?

It's hard to predict and know what business practices and skills will be present in the years ahead. It is a fact that you will need to be a lifelong learner and a teacher who will take on the challenges of the business world and the classroom to best prepare students for tomorrow's business world.

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Here and There

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Mrs. Darla Stone or Mrs. Ann Jankovich
356 Bluemont Hall, Secondary Ed
1100 Mid-Campus Drive
Kansas State University
Manhattan, KS 66506-5333
785-532-5515 - office
785-532-7304 - fax
djstone@ksu.edu

National Council 2001-2003

<i>President</i>	Dr. Nancy Zeliff Computer Science/Info Systems 800 University Drive Northwest Missouri State University Maryville, MO 64468 660-562-1292 Fax: 660-562-1963 nzeliff@mail.nwmissouri.edu
<i>President Elect</i>	Dr. Ginny Richerson Department of ACS Murray State University Murray, KY 42071-3340 270-762-4257 Fax: 270-762-2540 ginny.richerson@coe.murraystate.edu
<i>Secretary-Historian</i>	Dr. Thelma King North Carolina Ag and Tech St Univ 1601 East Market Street Greensboro, NC 27411 336-334-7657 Fax: 336-334-3093 kingt@ncat.edu
<i>Treasurer</i>	Dr. Clarence White College of Business & Economics PO Box 6956 Radford University Radford, VA 24142-6956 540-831-5070 Fax: 540-831-6655 cwhite@runet.edu
<i>Co-Editors</i>	Mrs. Darla Stone Bluemont Hall 356 Kansas State University Manhattan, KS 66506 785-532-5515 Fax: 785-532-7304 djstone@ksu.edu Mrs. Ann Jankovich Bluemont Hall 357 Kansas State University Manhattan, KS 66506 785-532-6976 Fax: 785-532-7304 annj@ksu.edu
<i>Student Representative</i>	Ms. Melissa Schram University Drive Northwest Missouri State University Maryville, MO 64468 660-582-8127 Fax: 660-562-1963 S212035@mail.nwmissouri.edu
<i>Past President/Organizer</i>	Dr. Patricia Leonard Rider University 2083 Lawrenceville Road Lawrenceville, NJ 08648 609-895-5495 Fax: 609-895-5483 PatriciaL.Leonard@msn.com

Chapter Activities

Beta Chapter

Northwest Missouri State University

On October 30th the Beta Chapter of Pi Omega Pi welcomed 6 new members to the chapter. The initiation was held at 6:30 p.m. on the Northwest campus in the Alumni House. At the initiation a local guidance counselor gave a presentation on True Colors. All of our members and guests discovered which color best represented them and how to integrate colors into the classroom. The Beta Chapter has also been keeping busy with setting plans for our local and national projects along with doing some fundraising.

Lambda Chapter

Fort Hays State University

In October Lambda Chapter initiated three new members into Pi Omega Pi. We held the traditional ceremony and pinning for our new members. We then had a first year teacher come and speak to us about her experiences. For November Lambda got together for a group picture that will be put in our campus yearbook. We also discussed our up-coming Christmas Party.

MU Chapter

Emporia State University

The MU chapter is proud to mention that our fundraising plan of selling Home Interior candles was a success. Our chapter was also involved in our campus Homecoming, trash bash, and had a float in the Homecoming parade. We are also proud to announce that the MU Chapter inducted 5 new members this semester. For Christmas, we have adopted two families through the Salvation Army. And, we are looking forward to more fundraisers, fun and laughs throughout this year.

Sigma Chapter

Southeastern Oklahoma State University

Sigma Chapter held monthly meetings on October 24 and November 19. An initiation ceremony was held at the October meeting; one new member was accepted into the society. Sigma Chapter treated the new member to dinner. Plans were discussed for Christmas activities: donations to the local Crisis Center and an Angel tree gift. Teacher Education reminders were also discussed at both meetings.

Chi Chapter

Indiana State University

At the November meeting, Chi Chapter members made plans to attend the Indiana Business Education Association Conference in Indianapolis. Work on the national project was continued and plans to go to area high schools to discuss business education as a career choice were made.

Psi Chapter

University of Wisconsin-Whitewater

The past months have been quite busy for the chapter. Formal Initiation was a success, with five new members joining the chapter. Members finished a Community Project which consisted of a Senior Citizen Computer Workshop that addressed using Microsoft Office and the Internet. The Local Project, a student-teacher panel, was also completed. The event was well attended by many chapter members and many other business education majors. Plans are underway for a fund-raiser that will take place in December. Finally, members are working hard developing the national project.

Alpha Delta
Bloomsburg University

Officers and members of the Alpha Delta chapter met monthly to discuss on-going activities for the organization. The candy fundraiser has been successful and our spring fundraiser will be a student/organization flea market. Our chapter has five graduates this semester and we initiated two new members. We participated in the Regional FBLA conference by conducting a workshop on meeting management and plans are underway for a business education speaker panel in February. Our holiday pizza party will be held December 12.

Beta Sigma
Montclair State University

With a shortage of business education teachers evident in our state, our chapter members are busy assisting the department in an effort to attract more students into the business teacher education program. We will be taking part in an Open House Event for selected high school students.

Gamma Phi Chapter
North Carolina A&T State University

Gamma Phi sponsored a seminar entitled, "The First Year of Teaching" for all education students. Alumni were invited to discuss and give advice about the first year of teaching.

Members assisted with recruitment at University Day and College Night. Members participated in a joint food drive and collected food for a needy family at Thanksgiving. Members assisted with the organization and distribution of donated books to various groups in the community.

Epsilon Delta Chapter
Northern Michigan University

Epsilon Delta Chapter members have collected more than 120 pounds of food for a local food shelf. Members attended the Michigan Business Education Association Convention in October and are making plans for initiation of new members in December.

Zeta Eta Chapter
Kansas State University

Zeta Eta Chapter members are currently planning their annual Christmas party. The event will take place at the home of Tara Schlesener and will include a potluck dinner and white elephant gift exchange. Members have also been busy selling t-shirts to raise money for the NBEA National Convention in Philadelphia, Pennsylvania, scheduled for March 2002.

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Pi Omega Pi Breakfast

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

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

Don't Miss This Chance of a Lifetime!

North Central Business Education Association

Will be publishing

Technology Activities for Business Education –2002-2003

consisting of classroom activities created for teachers by teachers

and

We invite you to submit an activity for the publication!

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

Submissions may be made as follows:

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

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

★ Classroom Category

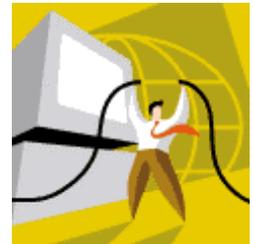
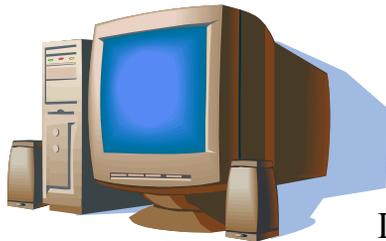
(Accounting, Business Law, Career Development, Communication, Computation, Economics & Personal Finance, Entrepreneurship, Information Technology (may include keyboarding), International Business, Management & Marketing)

Please include with each submission:

★ Standards Category

★ Individual's name

★ Institution's complete name



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

Member Articles**Going the Extra Mile: Students and Teachers** _____**Jennifer Hardison**
Beta Chapter

Northwest Missouri State University

Think back to your middle and high school years. What is one of the first things you remember? For me, it is one of my 5th grade teachers, Mrs. Warner. Being a teacher, wouldn't you like to have that sort of influence on a student? Role models are important to everyone and Mrs. Warner knew how to influence me along with many other students.

Why do I think of her first? Mrs. Warner did more than what I expected of her. She knew that my mom left for work many times before my brother and I would even get up. So in the winter, we didn't always find out in time that school had been cancelled. What did she do? She called me right when she found out that school was cancelled to let me know. (Many times I would find out before they had announced them on the radio or television.) Yes, I waited by the phone many mornings hoping that there wouldn't be school, but that's beside the point!

My mother recently contacted Mrs. Warner and found out that she was having the worst year she has ever had since she began teaching. Knowing my thoughts and feelings for her, my mother told her how much we all appreciated her looking after us by calling us all those years to keep us informed. Of course, Mrs. Warner started to cry and said that because of me she was going to keep at it, trying hard with this class.

I wasn't the one that told Mrs. Warner how much she meant to me, but when it finally got out we realize that we helped each other just because of this little extra task that she originated. Teachers aren't usually thanked for the extra things that they do; therefore, teaching can sometimes be hard when there is no apparent gratitude. I challenge you to go the extra mile for the students in whatever way you can and also make sure to let your own role models know the difference that they are making in your life. Who knows where things will progress from there.

The Most Important Lesson to be Learned _____**Amanda Nicholson**
Chi Chapter

Indiana State University

As future business educators, the most important lesson to be learned is not how to teach a keyboarding lesson or perform classroom management. It is not learning different teaching strategies or dealing with a parent. Oh, these are important, but the most important lesson to be learned is how vital it is for business educators to become involved in their professions. There are many types of involvement and many reasons for actively participating. These include teachers' continuing involvement with the business field, enhancing students' experiences, and avoiding stagnation in the classroom.

Education is for life! Professional development is important in all careers, but is especially so for teachers. The business field is continually evolving. How can teachers effectively teach a curriculum that they are unsure of or a subject they know nothing about? The answer is that they cannot. But, there are professional organizations, such as the National Business Education Association, which can aid in the professional development of teachers. This organization affords business educators the opportunity to network, attend professional development seminars, learn from speakers, and provide input on current curriculum issues. They can then be on the cutting edge of their field in the classroom, which brings a great benefit to the students.

Business educators should be aware of high school business programs, such as Future Business Leaders of America, and should become involved in them. Teachers are doing their students a great disservice by not

sponsoring such organizations as FBLA, DECA, or BPA. These effective organizations provide students a wonderful learning experience. The conferences and functions that these organizations support give students a valuable chance to show off what they have learned in the classroom. They provide an arena in which students can shine, excel, continue to learn, and network with future business colleagues in a fun, exciting atmosphere. Sure, these programs are very time-consuming for the sponsors, but they are worth it for both the student and the teacher.

There is one true thing about this world and that is... it changes. Nothing ever stays the same. People change, technology changes, the business world changes, and teachers should change right along with them. Sadly, it seems that it is very easy for teachers to become stagnant in their profession. They come to school every day, do the same routine, and get stuck in a professional rut. This cannot be enjoyable for the teacher, and it is definitely not beneficial for the students. Involvement in professional and student organizations can help to prevent this standstill and encourage excitement, innovative ideas, and motivation for teaching. Business educators need to wake up every single day and think of something new and exciting they can do that day to improve their teaching and their students' learning.

Involvement in their profession is vital for business educators. Without it stagnation is likely to occur, learning will suffer, and educator development will cease to exist; but, with involvement, excitement and motivation will prevail and teachers and students both will benefit greatly.

Carrie Zimmerman
Psi Chapter

Scholarships Aid both University and Students

University of Wisconsin - Whitewater

Starting in 1913, the Business Education program at UW-Whitewater is the oldest in the nation. The school has continually promoted its Business Education Program over the years. The college named its business building after a former educator, Mr. Paul A. Carlson. Every year the college supports its Business Ed. program by providing a number of individuals with scholarships to help finance education. The scholarships are used to recruit incoming freshman to the program, as well as help others to continue with their education in the program.

The scholarships offered by UW-Whitewater are endowments from former faculty in the Business Education Department. These scholarships are given to students who demonstrate leadership, academic achievement, and financial need. The Mary Brooks Scholarship awards \$3,500 to an incoming freshman every year. Seven other scholarships are offered by the Business Education Department and range from \$250 to \$500.

In addition to the financial assistance provided by UW-Whitewater, the Wisconsin Business Education Association (WBEA) offers scholarships for Business Education majors. The WBEA awards scholarships of up to \$750 to students demonstrating leadership, academic achievement, and commitment to business education. The WBEA invites schools to nominate up to five students that are able to demonstrate the previous qualities. The WBEA then chooses the recipient based on the nominations of the school and each student's letter of application, letter of recommendation, and resume. The WBEA will be awarding a new scholarship in 2002, the Russell J. Hosler Award in Business Education, which is the equivalent to the National Business Education Association's John Robert Gregg Scholarship. This award will be given to an individual who contributes to the advancement of business education.

UW-Whitewater will continue to promote Business Education by supporting individuals with scholarships at the local level and by nominating individuals for scholarships at the state level. As the University continues to grow, these scholarships will help the Business Education department grow along with it.

TEACHING STRATEGIES FOR KEYBOARDING —————**Jennifer Wahrman**
Lambda Chapter

Ft. Hayes State University

Keyboarding is the penmanship of the computer age, as essential as closing the o's and dotting the i's. Just as skill with a pen fosters the ability to communicate in writing, keyboarding extends that ability into the realm of word processing, electronic communication, and desktop publishing.

"Hunt and peck" keyboarding results from little or no keyboarding and dampens students' enthusiasm and restricts the flow of ideas in the classroom. Additionally, keyboarding requires practice and repetition, two activities little favored by most students. What is needed is a keyboarding program that interests students. One way to do this is by adding a variety of different teaching strategies to the classroom.

Proficiency with touch keyboarding continues to be an essential workplace skill and employment requirement. With this in mind, students develop a high level of skill in word processing and document formatting. At the beginning of a keyboarding course, assess students' skill levels with respect to touch-typing and their practice of ergonomic principles. Work with students to set realistic goals and objectives for their performance over time. Encourage them to work toward and surpass minimum employment-level standards for touch keyboarding. Students should only be in competition with themselves, not other classmates.

Keyboarding is a motor skill. It is a matter of training fingers to respond correctly and quickly to press the correct key. Students need to know that the memory is the muscles. Once their fingers learn the keypad, their fingers will not forget, just as they will never forget how to ride a bike once they have learned. Students need to be reminded to be patient with themselves; they are training their finger muscles to remember the position of the keys. Let students know that their typing will always contain some errors. What will change, with time, is the type of errors they will make. Keyboarding research shows that students learn the patterns of keystrokes uninterrupted by immediate corrections. Training muscles in the fingers is why technique is important.

Research shows that speed increases more readily if simple words are used and are repeated often. Easy practice material develops speed and typing fluency more effectively, giving the students a feeling of confidence and a sense of success. Motivate students to increase their keyboarding speed by using a variety of approaches and techniques such as: use of speed charts, stickers, team competitions, or rewards. Have students research keyboarding requirements in the local business community with respect to speed. Check with employers to determine if keyboarding speed tests are required for employment. Students should keep records of their progress in daily keyboard drills and practice. They should note whether they met their objectives and comment on aspects of keyboarding. Studies show that speed increases when a student concentrates on typing words and phrases rather than single letters.

The fingers need to always approach the keys in the same way. Many believe that technique is the most important part of learning keyboarding. A few technique issues are: eyes on copy, arms at sides and still, wrists straight, sitting up straight, typing without pausing, sitting centered at j key, feet flat on floor and a hand-width apart, hitting return key with little finger, and keeping fingers on home row. With correct keying, speed will come automatically with time and use. Accuracy will come automatically by letting up on speed.

The initial keyboard learning is a once-in-a-lifetime opportunity for students. They need to learn to key at their own pace or the development process will be frustrating. Teachers should never lose sight of the final goal: the training of capable touch-typists.

Group Work – Good for Both Students and Teachers**Cheryl Stanley**
Mu Chapter

Emporia State University

The journal article entitled "Using Technology to Assist Disabled Students in Their Quest for Success" by Marcia L. James and Margaret Way Meske looks at technological possibilities to help disabled students advance in school and in life. The article was found in the Business Education Forum publication in the April 1998 issue, volume 52. This article was found on pages 45, 46, and 49 of the journal. Because my major is Business Education, this article was of particular interest to me.

Summary

This article discusses the resources, such as a computer head mouse, usable by disabled persons that are available because of today's technology. The business teacher can help the individual advance in school, in work, and in life by instructing them on how to use these technological devices.

Assistive technology and rehabilitation technology are the terms given to items and services that promote the functional capacities of disabled people. Many of the items are computer related and have been around for over 30 years. It has been proven that the earlier the disabled person gets the devices the lower the cost of rehabilitating that person. It is thought that earlier introduction of any needed devices benefits the disabled person as well. They are better able to communicate with those around them and be a more active participant in the classroom and in the work force.

Schools play an active role in getting the assistive technology for those who need it. It helps put the disabled person in the regular classroom. Many education professionals are involved in the decision to give a disabled person assistive technology. These persons include occupational therapists, speech teachers, and early childhood teachers.

There is even legislation that helps people get the assistance they need. Some include the Americans with Disabilities Act of 1990 and the Technology-Related Assistance for Individuals with Disabilities Act of 1988. The Division of Vocational Rehabilitation helps students purchase some of today's technology if they do not already own it. This helps in the transition from school to work when they are able to take with them the equipment they have already used in school.

About 26% of the disabled employees need the special equipment. Some employers do not have the special equipment so it is a tremendous benefit if the employee can bring it with them to work. Some of the equipment includes screen enlargers, head mice, alternative keyboards, talking keyboards, sound amplifiers, and screen readers. These devices help at home, at work, and at school.

There are many ways for the business educator to help. They can be a part of the IEP team, teach acceptance to all, know the latest technology that can help the students, and take a course to keep updated on what is available. They can be a great deal of help to disabled students and their families in getting what they need to succeed.

It is not always known how much technology is available to disabled students and how helpful and knowledgeable the business teacher could be. It is more than teaching the regular students how to operate computers. This could open a whole field for business teachers if they specialize.

Teaching Ideas

Some ideas learned from the article for teaching include looking for a broader knowledge of technology that the special student could use. I didn't realize that a business teacher would be an important part of an IEP team. If needed, I will take additional courses so I can instruct students and families on how to use them. I will do everything the school will allow me to do to put any special students in the regular classroom. This is an important part of the acceptance.

Is Interest in Your Business Education Classes Lacking? Three Tips to Help Increase Enrollment

Amy Newman
Alpha Delta Chapter

Bloomsburg University

As a future business educator, I am well aware of the concern about decreased enrollment in business education courses. One of the main challenges is trying to promote our program. Even though we know that the classes in a business education curriculum will be helpful to all students, whether they plan to go from high school to work or high school to college, we are still often faced with decreasing enrollment.

What can we do as business educators to promote business education courses? I have listed three possible ways to overcome this obstacle:

Design posters to hang up in your school. The posters can ask a simple question such as, "Want to learn how to save money so you can buy what you want? – We can help you – take a business education accounting course." Or another poster could say, "W-2? What is that?" In big letters the poster could say, "You need to know and we can help! Take a business education course." Similar ideas can be used with different types of business related questions.

Send a letter to the parents of students. The letter can ask questions such as, "Does your son or daughter know how to write a check, balance a checkbook, or understand the landlord/tenant issue?" Explain to the parents that whether their son or daughter chooses to go from high school to work or from high school to college, they will need these necessary skills.

Promote your program to the administration and faculty. Conduct a survey of students. Ask the students if they know how to balance a checkbook or if they understand how to weigh their revenue against their expenses. At an open house or school board meeting, present the findings of the survey to stress the importance of the business education curriculum.

These are just a few suggestions. Any ideas a business educator has will ultimately be beneficial to the profession. Good luck and promote business education! We are sometimes overlooked, but that does not mean we are unimportant!

Benefits of Teachers Using the Internet

Jackie Martin
Alpha Pi

Mississippi State University

The Internet is to teachers as a toy store is to a child. The possibilities of creativity are unlimited. The Internet is packed with ideas and strategies that give almost unlimited resources for any subject area or content. As an upcoming teacher, I have researched brilliant lessons for my content area which is technology. It offers many different strategies in teaching students with different learning styles. One of the great realities is that most of this information can be simply downloaded on site or purchased at a low cost!

Another benefit of the Internet to teachers is that it gives the teachers an opportunity to allow their students to be culturally enriched with other cultures from around the world. This is capable by taking a virtual field trip or having an e-mail pen pal from another country. This is all possible through only a few clicks of the mouse. And again it is all free or at a low cost!

The Internet itself is such a motivator to the students. It gives the students the opportunity to explore their own avenues of interests. These are interests that might not be discussed in the current curriculum or found at the local library.

The Internet also benefits teacher/parent relationships. It allows the teacher to communicate with parents who also have the Internet or have access to the Internet. The Internet allows for quick and easy teacher/parent interaction. For example, many schools have websites for the teachers to post assignments so that parents can be informed of the child's activities for the day. Or if a student is absent on a given day they can access their assignments from the school's website.

I have touched on only a few of the possibilities and ideas that you can use yourself to enhance your classroom and lessons. For more information I completely recommend using the Internet for further research.

So How Do I Get Rid Of That Pesky Computer Virus?

Brian Becker
Zeta Eta

Kansas State University

In one of our past issues, I wrote an article about the importance of making sure that your computer is protected from harmful viruses. I once had the not so wonderful privilege of having my personal computer infected by the Nimda virus. This pesky virus infected my computer by copying itself to every directory on my computer, and then proceeded to cause programs to function improperly. Since I am a person that cannot function without a computer, I was in a lot of trouble because of this. I had to figure out how to get rid of this virus before it destroyed my computer and me. In the end this turned out to be one of the easiest things I have ever done; but, of course, I had to make it into a nearly impossible task.

As a future computer teacher, I have always thought that I knew everything that there was to know about computers. So naturally, I tried to take matters into my own hands by deleting the virus wherever I found it on my hard drive. Unbeknownst to me, this was a smart virus. Soon I began to notice that every time I tried to delete the virus, it merely copied itself to another folder which only made my problem worse. After attempting to rid the virus myself I finally began looking for other sources to rid my computer of this virus. I eventually found hope when I discovered a fix on the F-Secure website. With the click of a button I was able to download a program that I could run on my computer that would fix all of my problems. So here's how I took care of the virus. First, I installed Norton Antivirus software on my computer, and then ran it to find every part of the virus. After Norton had cleaned the over one thousand files that had been infected, I then ran the program that I downloaded from F-Secure. This file corrected any code in programs that the virus had changed, and replaced files that couldn't be repaired on my computer. The final step that I took in cleaning my computer was to make sure that I had my virus definitions up to date.

My best advice to any computer owner out there is to make sure that you are protected from viruses with some sort of antivirus software. If you happen to get a virus on your computer, there are many resources out there for you. I managed to find a simple program to correct my problem, and I know that there are simple ways to fix almost any virus problems that you may have.

Chapter Sponsor Email

As of February 2001

Please notify the National Editor of corrections and additions.

Beta Chapter	Dr. Nancy Zeliff	nzeliff@mail.nwmissouri.edu
Gamma Chapter	Dr. Dianna Briggs	dianna.briggs@uni.edu
Kappa Chapter	Dr. William McPherson	mcpherso@grove.iup.edu
Theta Chapter	Dr. Tom Haynes	tshayne@rs6000.cmp.ilstu.edu
Lambda Chapter	Ms. Sharon Barton	sbarton@fhsu.edu
Mu Chapter	Dr. Kenneth Hoffman	hoffmank@emporia.edu
Xi Chapter	Dr. Betty Brown	bbrown@bsu.edu
Sigma Chapter	Ms. Janice Dill	jdill@sosu.edu
Chi Chapter	Dr. Mary Ellen Adams	MEAdams@indstate.edu
Pi Chapter	Ms. Kerry Gregoryk	Kerry_Gregoryk@mail.vcsu.nodak.edu
Psi Chapter	Dr. Marcia James	jamesm@mail.uww.edu
Alpha Beta Chapter	Dr. Lana Carnes	fincarnes@acs.eku.edu
Alpha Delta Chapter	Dr. Donna J Cochrane	dcochran@husky.bloomu.edu
Alpha Iota Chapter	Dr. Robert Gryder	gryder@asu.edu
Alpha Kappa	Dr. Terry Roach	tdroach@mail.astate.edu
Alpha Pi Chapter	Dr. Connie Forde	cmfl@ra.msstate.edu
Alpha Rho Chapter	Dr. Patricia Arneson	paarnes1@wsc.edu
Alpha Sigma Chapter	Dr. Diane Fisher	diane.fisher@usm.edu
Alpha Chi Chapter	Dr. Roger Luft	rlluft@eiu.edu
Alpha Psi Chapter	Dr. Karen Johnson	kjohnso@bgnet.bgsu.edu
Beta Zeta Chapter	Dr. Clora Mae Baker	cmbaker@siu.edu
Beta Kappa Chapter	Dr. Ivan Wallace	wallacei@mail.ecu.edu
Beta Lambda Chapter	Dr. Maxine Enderlein	maaender@arkkk.ship.edu
Beta Sigma Chapter	Dr. Rosemarie McCauley	mccauley@mail.montclair.edu
Beta Phi Chapter	Ms. Bernice Craft	be_craft@online.emich.edu
Gamma Epsilon Chapter	Dr. Lila Prigge	lila_prigge@und.nodak.edu
Gamma Omicron Chapter	Ms. Sherry Roberts	sherryr@mail.uca.edu
Gamma Upsilon Chapter	Dr. Ginny Richerson	ginny.richerson@coe.murraystate.edu
Gamma Phi Chapter	Dr. Thelma King	kingt@ncat.edu
Delta Zeta Chapter	Dr. Michael McDonald	mmcdonald@semo.edu
Delta Lambda Chapter	Dr. Bernadine Chube-Jenkins	bjenkins@subr.edu
Delta Mu Chapter	Ms. Jan Cooper	jcooper@dso.deltast.edu
Delta Omega Chapter	Dr. Julianne Eklund	eklund@warp6.cs.misu.nodak.edu
Epsilon Delta Chapter	Dr. Larry Pagel	lpagel@nmu.edu
Epsilon Epsilon Chapter	Dr. Patricia Leonard	leonard@rider.edu
Epsilon Zeta Chapter	Dr. Clarence White	cwhite@radford.edu
Zeta Alpha Chapter	Dr. Jerrlyne Jackson	jacksod3@mail.firn.edu
Zeta Epsilon Chapter	Dr. Nancy Csapo	nancy.csapo@cmich.edu
Zeta Eta Chapter	Ms. Ann Jankovich	annj@ksu.edu
Zeta Theta Chapter	Dr. Sandra Williams	swilliam@selway.umt.edu
Zeta Kappa Chapter	Dr. Kelly Wilkinson	wilkinsonk@missouri.edu