

The Mid-South Educational

Researcher

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A Refereed Journal and a Publication of the
Mid-South Educational Research Association

Editorial Policy

The Researcher, MSERA's research journal and newsletter, includes research articles and scholarly material in four of the five issues each year, the exception being issue number 4, the Annual Meeting Program issue. The purpose of the Researcher is to provide a means of communication with members of the organization (MSERA) and to encourage research and to promote the sharing of knowledge through publication of research studies and other articles of interest to the membership.

Manuscripts that meet submission requirements will be acknowledged when received. Notification of the results of the review may take approximately six to eight weeks. The Researcher editorial staff reserves the right to make editorial changes in manuscripts in order to improve clarity, to maintain APA style, to correct grammar and spelling, and to fit available space.

Notification of change of address should be sent to:

Gypsy Abbott Clayton
1709 Woodbine Drive
Birmingham, AL 35209

Submission Requirements and Directions

Length. Text, excluding tables and references, should not exceed 2,000 words, including tables, charts, and figures.

Manuscript preparation. The APA Publication Manual should be used as a style guide. All manuscripts are to be typed and double spaced. Tables, charts, and figures should be kept to a minimum. Each chart and figure should be on a separate page and should be in camera-ready form.

Cover Page. The title of the manuscript should appear on a separate cover page along with the following information about each of the contributing authors: name; position; institution, school or business; and address. Home and work telephone numbers for the primary author should also be included. If the manuscript is based on thesis or dissertation research, the major professor or dissertation director and granting institution should also be included.

Review Process. Each manuscript will undergo blind review by a minimum of two members of the Editorial Review Board of the Researcher.

General Directions.

Send three (3) copies, along with a self-addressed, stamped envelope, to:

Editors, MSERA Researcher
Bureau of Educational Research & Service
The University of Tennessee
Knoxville, Tennessee 37996-3400
ATTN: Judith A. Boser or
Charles L. Faires

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Presidential Comment

Carl R. Martray
1989 MSERA President
Western Kentucky University

Progress toward goals outlined in my original Presidential Comment column in the Researcher is being realized. Contributions of time, energies, and skills by board members, committee chairs, and the membership at large toward accomplishing these goals reinforces my contention that MSERA is truly a quality organization. I would like to utilize the Presidential Comment column in this issue of the Researcher to update the membership concerning this progress by briefly reporting on some of the activities and actions which occurred at our recent Spring Board Meeting.

As mentioned in our last issue, Past Presidents of our organization were invited to attend the Board Meeting in Memphis and provided a forum to share some of their thoughts concerning our organization. Based upon our first experience, this forum, designed to draw on the experience of our Past Presidents, should prove quite beneficial to MSERA. We are presently exploring the possibility of the Past Presidents' contributing their insights to MSERA through serving as a "think tank" to share ideas which might be generated.

In another action of note, the Board accepted a recommendation forwarded by the co-editors of the Researcher through the Publications Committee that responsibilities for publication of the Researcher be split. As a result, the managing editor responsibilities will remain with the University of Tennessee. Editorial responsibilities for the section of the Researcher concerning itself with the publication of articles will rest with another institution to be named. Any institution within the MSERA region wishing to assume this responsibility is encouraged to review and respond to the advertisement appearing in this issue of the Researcher.

It appears that arrangements for our Annual Meeting in Little Rock are going well and that committees which have been assigned are assuming their responsibilities with the customary MSERA gusto. Please take note of the call for papers that appeared in the February issue of the Researcher and encourage colleagues at your respective institutions, as well as in the public/private schools, to share their research at our meeting in Little Rock. Let's increase our membership and have a record attendance at our Annual Meeting. It is the responsibility of each of us to foster the growth and development of MSERA in our region. The Membership Committee has accepted the challenge of increasing our participation and has



designed a number of activities which will take place over the next few months as well as at our Annual Meeting. If you have not attended our meeting for the past two years, you might expect a personal phone call from one of our gregarious committee members reminding you of the great times you could be missing!

In closing, I would like to take this opportunity to thank our Past Presidents, as well as our board members and committee chairs, for their participation at our Board Meeting. Furthermore, I would like to thank each of our members for their willingness to serve MSERA. Through your efforts MSERA is an organization that can make a difference!

OERI Update

Doris Redfield

The U.S. Department of Education's Office of Educational Research and Improvement (OERI) is in the process of gathering information that may be used in determining the number and kinds of National Research and Development Centers to be competed in 1990. One upcoming information gathering activity consists of "study group" meetings in Washington, D.C. The meetings are tentatively scheduled to occur in May, 1989. Study group members are being selected from nominees identified by representative professional organizations and/or OERI staff. MSERA members who wish to share their perceptions concerning educational research needs in the 1990s that can/should be supported by the Department are welcome to do so by writing to:

Dr. Milton Goldberg, Director
Office of Research
U.S. Dept. of Education, OERI
555 New Jersey Ave., NW
Washington, DC 20208

Request for Proposals Publications Editor for the MSERA Researcher

The MSERA Researcher became a refereed publication and began accepting manuscripts for review a little over three years ago. While the number of manuscripts submitted have not been overwhelming, the amount of work generated by the addition of this dimension to the Researcher has indicated a need for additional resources in the form of a Publications Editor. At the February meeting of the MSERA Board of Directors, the proposed creation of the position of Publications Editor to provide this support was approved. Members of MSERA interested in assuming this responsibility are invited to submit proposals demonstrating their qualifications.

Scope of Work

The Publications Editor will be responsible for the following:

1. Identify and secure agreement of a group of MSERA members to review manuscripts submitted to the MSERA Researcher. All member states should be represented on the Editorial Review Board
2. Acknowledge receipt of manuscripts as they are submitted (All manuscripts will be submitted directly to the Publications Editor.)
3. Send each manuscript to at least two reviewers (from states other than that of the author) for review
4. On the basis of review recommendations and at the discretion of the Publications Editor, make a decision regarding the acceptability of the manuscript for publication in the MSERA Researcher
5. Advise the primary author of the acceptability of the manuscript
6. Send copies of all formal notifications to authors to the Editor of the Researcher
7. For accepted manuscripts, work with the author to produce a draft that is well organized, clearly presented, grammatically and technically correct according to the most recent edition of the Publications Manual of the American Psychological Association.

NOTE: The Publications Editor will be responsible for the content and form of the article. Only minor changes will be made by the editor of the MSERA Researcher to make the manuscript text fit columns, etc.

8. Send the finished manuscript to the editor of the MSERA Researcher for inclusion in the earliest possible issue.

9. Work with the Editor of the MSERA Researcher regarding any needed changes in the Submission Requirements and Directions for manuscripts that appears in the Researcher

Proposal

Any proposal should include the following:

1. Qualifications of the individual proposed for the position of Publications Editor.
 - a. The individual's background as a published researcher in refereed journals or other previous experience demonstrating familiarity with APA style of manuscript publication
 - b. The availability of the individual: the extent of other professional commitments (teaching load and other responsibilities in the institution, responsibilities in professional organizations) that might facilitate or hinder his/her performance of the tasks involved; additional responsibilities that will be assumed in the near future (office or committee responsibility in an organization or in the institution) that would impact the ability of the individual to perform the tasks required should also be indicated; availability on a year-round basis to respond to submissions.
 - c. Previous and current involvement in and commitment to MSERA
 - d. Other relevant professional/personal qualities or characteristics

2. Institutional support: Demonstration of the extent to which institutional support is available in such areas as secretarial services, telephone, postage, and duplication charges. The type of computer(s) and software used for word processing should be indicated in the event that articles would be submitted on disk .

3. Cost to the organization (MSERA) listed as:
 - a. Cost per article processed in terms of secretarial services, telephone, postage, and duplication.
 - b. Other managerial costs

Evaluation of proposals

Proposals will be evaluated on the following basis:

- | | |
|-----------------------------|-----|
| 1. Qualifications | 50% |
| 2. Institutional Support | 25% |
| 3. Cost to the Organization | 25% |

Proposals are to be submitted to

Dr. Harry Bowman, MSERA Executive Secretary
302 Ball, BERS
Memphis, State University
Memphis, TN 38152
Phone (901) 6;;78-2362

Deadline for Proposals: Proposals must be received by September 1, 1989.

1988 Annual Meeting Evaluation Results

Jim Flaitz
Program Evaluation Committee Chair

The evaluation of the 1988 Annual Meeting underwent numerous changes from past years. The survey instrument was revised and shortened, and in addition data were collected on sessions. Survey forms were completed and returned by 102 MSERA members during the annual business meeting Louisville. This report presents highlights of the Annual Meeting evaluation.

Members were asked to rate each of the types of session, and this information is summarized in Table 1. Of particular interest is the indication that fewer than half of those responding attended display sessions or training sessions. Otherwise, responses were quite favorable. Members were next asked to rate session characteristics such as effectiveness of the session format (see Table 2). All characteristics rated were given very favorable marks.

The next section of the evaluation instrument asked members to rate various aspects of the arrangements (see Table 3). While responses continued to be relatively favorable, in one or two categories (guest rooms, tourism information) a noticeable minority were critical. A series of items focusing on potential benefits derived from the meeting followed (see Table 4). The most positive responses were elicited by items concerning an increased interest in research, opportunities to exchange ideas, and the opportunity to make professional contacts.

When asked if they would attend next year's meeting in Little Rock, 83.3% indicated they would, 15.7% were not sure, and only one person indicated that s/he would not. Expenses associated with the meeting were considered reasonable by 92.2% of those responding. Members were asked what impact, if any, a change of meeting dates to Thursday through Saturday (to permit flyers to qualify for Supersaver fares) would

Table 2

Session Factor Ratings

Factor	Rating			
	Poor	Acceptable	Good	No Response
Effectiveness of session format	1	19	79	3
Scheduling of sessions	3	18	78	3
Quality of presentations	2	24	71	5
Grouping of papers	4	32	62	4

have on their likelihood of attending next year's meeting. Interestingly, 31.4% of those responding indicated that they would be more likely to attend, 12.7% said they would be less likely to attend, and 48% said they would be about as likely to attend.

Another common concern is the problem of interesting sessions being scheduled in conflict with one another. A majority of respondents (62.7%) felt that interesting sessions were scheduled in conflict with one another. When asked if the feedback given on their proposals had been helpful, 49% indicated that it had. Finally, when asked if the Annual Meeting should occasionally be focused on a selected theme, only 32.3% felt this would be a good idea. Respondents were asked to indicate what changes, if any, might be necessary to improve an already well-liked program format. Table 5 reveals that the two most popular suggestions were for more involvement of members in the organization, and the inclusion of some form of placement service. Some concern has been expressed

Table 1

Session Ratings

Session Type	Rating					
	Did Not Attend	Generally Poor	Mixed Reaction	Generally Good	Generally Excellent	No Response
Discussion	2	0	9	63	24	4
Display	54	0	5	18	9	16
Training	55	0	2	16	11	17
General	4	0	5	39	41	13

Table 3

Meeting Arrangements

	Response					No Response
	Terrible	Poor	Fair	Good	Excellent	
Guest rooms	6	7	14	45	27	3
Meeting rooms	3	3	13	48	34	1
Social arrangements	1	5	20	39	29	8
Tourism information	4	7	33	22	21	15
Overall balance	0	2	12	53	32	2

Table 4

Benefits

Item	Benefits of the meeting				
	Not at All	Very Little	Somewhat	Quite a Bit	No Response
Increased interest in research	3	9	36	51	3
Ideas for teaching	11	22	41	16	12
Ideas for administration	21	17	27	15	22
Ideas for research	3	10	40	43	6
Whetted appetite for information	0	12	40	46	4
Increased understanding of some topic	0	8	46	40	8
Opportunity to exchange ideas	0	7	33	57	5
Professional contacts	2	9	28	59	4

Table 5

Possible Changes in Meeting

Suggestion	Favoring	No Response
Fewer papers of higher quality	26	24
Fewer papers with more Q & A	26	21
Greater involvement with MSERA	54	26
Placement service	52	22
Evening sessions	5	18
More training sessions	34	29

that expenses of the MSERA organization have grown dramatically over the past several years. Members were asked to indicate which options they might consider acceptable to help defray growing costs. The most popular response was to raise the registration fee for the Annual Meeting by \$5. Finally, when asked to rate the overall quality of this year's Annual Meeting, 49% rated it as excellent, 42% rated it as good, 6% rated it as fair, and no one rated it as poor or very bad.

This year, session report forms were used during the meeting to collect information on the sessions.

Because these forms have not been in use consistently, there was some apparent confusion on the part of some session chairs over how to respond to the items. The primary purposes were to ascertain if any scheduled presenters failed to show and/or present, to learn if the presenters brought the required 25 copies of their paper, and to estimate the size of the session audience.

For the entire meeting, there were only seven instances where scheduled presenters did not show up at all to present their papers. Of those seven, two scheduled presenters did send copies of their papers to be distributed, and one notified the session chair in advance. In a related matter, the guidelines for inclusion on the program call for the primary author to present the paper unless other arrangements are made in advance. There were 18 reported instances of papers being presented by someone other than the primary author. Finally, there were only five reported instances in which presenters did not bring papers, or brought fewer than the required 25 copies for distribution.

Information collected on the size of the session audience indicated that the average number of session attenders (discussion and symposia) was 12. The modal attendance was 15, and the size of audiences ranged from as few as two to as many as 20. Table 6 provides a frequency distribution of session audience sizes.

(See EVALUATION, page 11)

Spreadsheets Taught in Management Information Systems Departments of Collegiate Schools of Business

Ewuukgem Lomo-David
Indiana University of Pennsylvania

Lillian H. Chaney
Memphis State University

Introduction

Educational institutions are realizing that they must assume a leadership position, rather than adopting a reactive stance, in offering courses that will prepare students for positions in today's technological society. Schools are expanding their curricular offerings and updating course content to assure that up-to-date information is being provided to their students.

Collegiate schools of business, in particular, have felt the impact of computer technology in recent years. Several courses in the college curriculum can hardly be taught without a solid reference to computer applications. It helps the understanding of practical everyday business problems. Beamer (1987) accepts this view by stating that mathematics can be made relevant by teaching real, practical world problems such as monthly payment on loans, compound interests, and annuities using spreadsheets. The continued growth in computer utilization and improvements and expanded use of computer software have necessitated constant changes in course content in colleges of business, especially in Management Information Systems (MIS) departments.

One type of software, spreadsheets, has become an integral part of today's office technology. MIS departments have attempted to provide instruction in their spreadsheet applications courses that would be consistent with what is now being used in American businesses. Knowledge of spreadsheet usage in the applications courses of MIS departments would be useful to teachers in selecting hardware and software and in determining course content.

Purpose

The purpose of this study was to determine types of spreadsheets packages and spreadsheet applications taught in Management Information Systems (MIS) departments of member institutions of the American Assembly of Collegiate Schools of Business (AACSB).

Method

Population

The population consisted of the AACSB member institutions that offer MIS programs. To identify all

AACSB-member institutions that offer MIS programs, the 1987 editions of Peterson's Annual Guide to Graduate and Professional Programs and Peterson's Annual Guide to Undergraduate Study were consulted. Colleges identified in the Peterson's Guides that offer MIS programs were cross-checked against the listing in the AACSB Membership Directory to determine those that were members of AACSB. A total of 169 colleges offering graduate and undergraduate MIS programs were identified. To identify the head of the department of the MIS program at each institution, the 1987 microfilmed college bulletin of each college was reviewed. For MIS departments of colleges not listed in the bulletin, the dean of each college was contacted. Department heads or deans were identified for all 169 programs.

Procedure

A survey instrument was developed following a review of other questionnaires such as the designs of Dillman (1978) and Evans (1987) and input from business educators who were knowledgeable about spreadsheet programs. The drafts of the questionnaire were sent to persons who were knowledgeable about spreadsheet usage in the 26 banks listed in the 1987 Who's Who in Memphis Business (Baber). Representatives from 18 banks responded with suggestions. Users of spreadsheets in MIS divisions of two of the banks were interviewed regarding their views about appropriateness of the questionnaire items. All questions on the survey except question number 2, which was open ended, provided responses from a list of options.

The following questions were asked on the questionnaire in addition to four questions not reported in this study.

1. What is your classification in your college?
2. What is your highest educational degree?
3. How many years of experience have you had teaching spreadsheets?
4. What was the primary means through which you learned to use spreadsheets?
5. Indicate the brand name(s) of spreadsheets you currently teach in your department.
6. Indicate the spreadsheet applications related topics which you teach in your class.
7. Indicate the major brand name of microcomputer you most frequently use to teach spreadsheet programs.

8. Indicate the degree of importance (not important, somewhat important, and very important) of the following choice-control factors when choosing a particular brand of spreadsheet: availability of vendor support, adaptability/flexibility, compatibility with other brands, cost, ease of operation, integrated package, number of cells, speed, use by other businesses.

9. Indicate the degree of importance (not important, somewhat important, and very important) of the following choice-control factors in your decision to choose a particular brand of microcomputer for teaching spreadsheet program: availability of vendor support, compatibility with other brands, cost, ease of operation, speed, and use by other businesses.

Questionnaires were mailed to the 169 AACSB-member colleges offering graduate and undergraduate MIS programs. Follow-up letters were mailed to individuals who had not responded by the designated deadline. A total of 123 (72.8%) responded to the survey. Eight survey forms were not usable because some items were incomplete or were completed improperly, leaving 115 (68.0%) usable survey forms. The findings are based on the 115 usable responses.

Results

Background information

The largest number of respondents, 38 or 33%, were professors; and 29 respondents (25.3%) were associate professors. Table 1 summarizes the other

Table 1

Characteristics of Respondents
(N=115)

Characteristic	Frequency	Percent
Academic Rank		
Professor	38	33.0
Associate Professor	29	25.2
Assistant Professor	27	23.5
Instructor	10	8.7
Other	11	9.6
Highest Degree		
Ph.D.	65	56.5
M.B.A.	14	12.2
M.S.	11	9.6
D.B.A.	9	7.8
Ed.D.	3	2.6
No response	13	11.3
Years Experience Teaching Spreadsheets		
Less than 1	2	1.7
1-3	32	27.8
4-6	45	39.1
Over 6	36	31.3

classifications. Over half, 65 or 56.5%, of responding teachers had Ph.D. degrees. Most respondents, 45 or 39.1% had from four to six years of experience teaching spreadsheets.

Primary Means Through Which Spreadsheets were Learned

The majority of respondents, 105 or 91.3%, reported that self-instruction was the primary means through which they learned to use spreadsheets. Figure 1 shows additional responses.

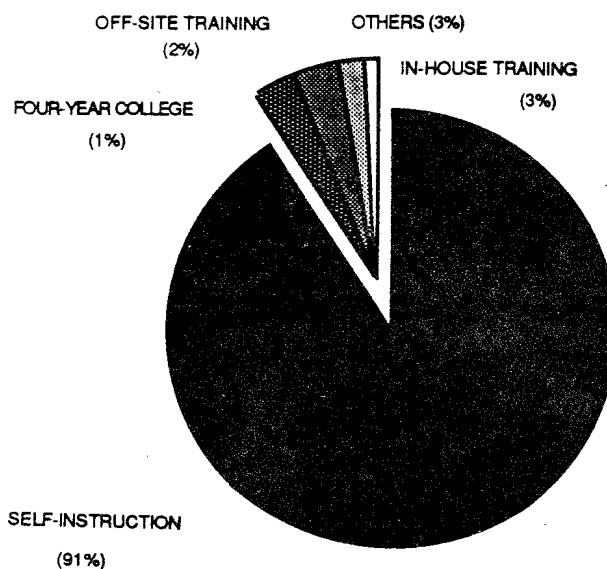


Figure 1. Primary Means Through Which Spreadsheets Were Learned

Brands of Spreadsheets Taught

Most respondents, 93 or 81.7%, reported the use of Lotus 1-2-3. Figure 2 shows other brands of spreadsheets taught.

Brands of Microcomputers Used

IBM was the brand of microcomputer used for teaching spreadsheets in 70 (60.9%) of the MIS departments. The most frequently used eight brands used are shown in Figure 3.

Factors Determining Choice of Spreadsheets

Teachers of spreadsheets were asked to indicate the degree of importance of certain factors in determining their choice of spreadsheets. Use by businesses was rated very important by 76 (66.1%) respondents, and ease of operation was rated very important by 70 (60.9%) of the respondents. Table 2 shows additional factors and their degree of importance as rated by teachers of spreadsheets.

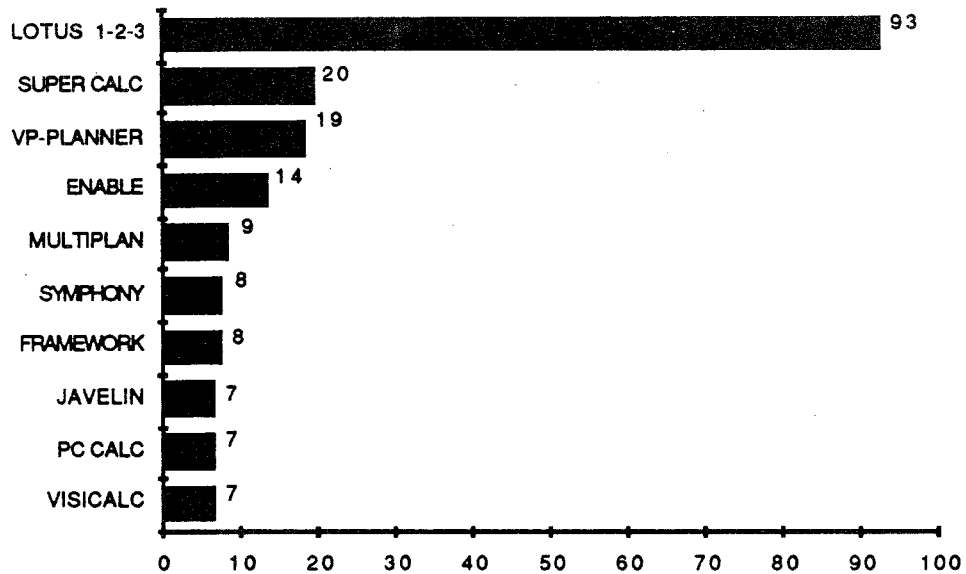


Figure 2. Brands of Spreadsheets Taught in MIS Departments

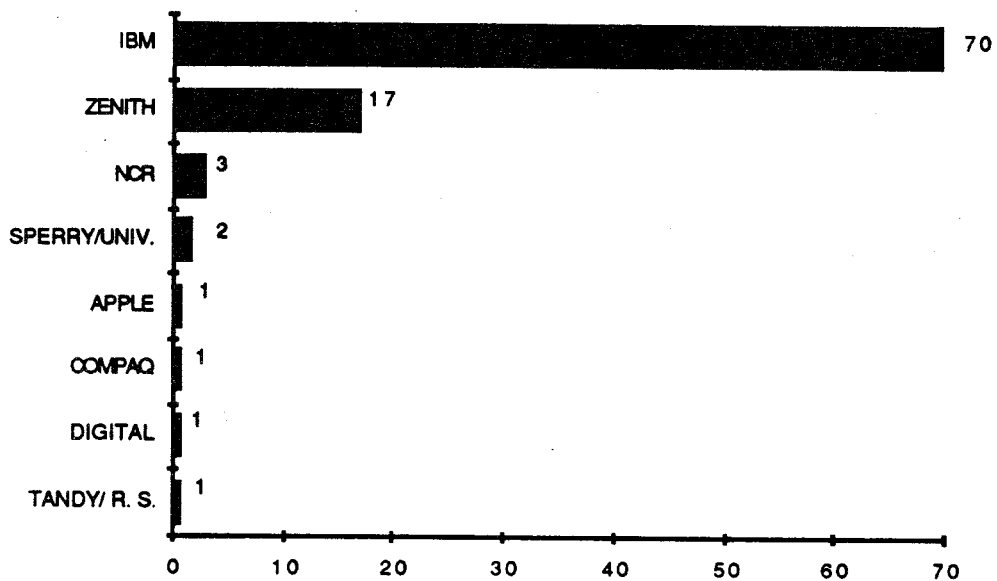


Figure 3. Brands of Microcomputers Used in Teaching Spreadsheets

Factors Determining Choice of Microcomputers

A majority of teachers, 85 or 73.9%, indicated that compatibility of the microcomputer with other brands of equipment was a very important factor in their choice of microcomputers.

Spreadsheet Applications Taught

A total of 62 (53.9%) respondents taught decision making and forecasting/graphics in their spreadsheet courses; 60 (52.2%) taught budgeting and monitoring.

The 20 most frequently reported spreadsheet applications taught by instructors in Management Information Systems departments of member colleges of AACSB are shown in Table 3.

Summary

The finding that self-instruction was the primary means through which faculty members learned spreadsheets is consistent with research conducted by

Table 2

Factors Determining Choice of Spreadsheets and Microcomputers

Factor	Rating					
	Very Important		Somewhat Important		Unimportant	
	n	%	n	%	n	%
Choice of Spreadsheets						
Use by companies	76	66.1	30	26.1	9	7.8
Ease of operation	70	60.9	42	36.5	3	2.6
Adaptability/flexibility	54	47.0	55	47.8	6	5.2
Cost	52	45.2	52	45.2	11	9.6
Compatibility with other programs	48	41.7	48	41.7	19	16.5
Integrated package	30	26.1	41	35.7	44	38.3
Speed	20	17.4	68	59.1	27	23.5
Availability of vendor support	18	15.7	58	50.4	39	33.9
Number of cells	12	10.4	66	57.4	37	32.2
Choice of Microcomputers						
Compatibility with several computers and software	85	73.9	25	21.7	5	4.3
Cost	60	52.2	49	42.6	6	5.2
Use by companies	57	49.6	37	32.2	21	18.3
Ease of operation	52	45.2	53	46.1	10	8.7
Availability of vendor support	49	42.6	46	40.0	20	27.4
Speed	22	19.1	78	67.8	15	13.0

Table 3

Spreadsheet Applications Taught in Colleges

Factor	Frequency	Percent
Decision Making - managerial, purchasing, sales	62	53.9
Forecasting/Graphics	62	53.9
Budgeting & Monitoring	60	52.2
Accounting	58	50.4
Summing and Averages	54	47.0
Statistical Applications	42	36.5
Design Balance Sheets	33	28.7
Amortization Schedules	32	27.8
Design Income Statements	32	27.8
Planning	30	26.1
Cost Allocations	29	25.2
Data Sort Output	28	24.3
Inventory Control	24	20.9
Compare Industry Averages	17	14.8
Internal Reports	16	13.9
Report Summary	16	13.9
Auditing Budget	12	10.4
Pricing Decisions	12	10.4
Staff/Work Schedules	12	10.4
Design Trial Balance	11	9.6

Evans (1987). Colleges of business should provide more opportunities for their faculty to become familiar

with spreadsheets just as businesses provide training for their employees.

The high percentage of MIS departments reporting the use of Lotus 1-2-3 agrees with results of a survey of postsecondary schools conducted by Chaney and Otto (1988).

IBM continues to be the brand of computer used by a majority of postsecondary schools and businesses, consonant with the findings of Lehman (1984) that showed that the largest percentage of accounting, legal, and medical firms in Arkansas used IBM PCs and XT's compared to other brands of microcomputers. Also, Simmons and Hart (1988) found that IBM was the most popular computer used in Accounting Education in AACSB-accredited institutions.

The two factors considered by respondents to be most important in the choice of spreadsheets were use by companies and ease of operation. MIS departments in colleges are aware of the importance of keeping instruction in spreadsheets relevant to the real world, hence use by companies is considered important. Also, ease of operation was mentioned by King (1985) as an important consideration when choosing spreadsheets for financial management.

The most important factor in determining the choice of microcomputers was compatibility with other hardware and software.

The use of spreadsheets as a decision making tool, particularly in managerial, purchasing, and sales decisions, and its use for forecasting and graphical presentations are the most widely taught applications in

Management Information Systems departments of colleges and business.

Recommendations

This study focused on Management Information Systems departments of member colleges of AACSB, but further research could target other departments in the college of business and the college of education. Community colleges train students for the job market and therefore can also be targeted in similar research.

The factors that determine employers' choices of database management programs, graphics, and other software packages can be studied also.

Colleges of business should continue to maintain a cooperative working relationship with area businesses to assure that their curriculum is meeting the needs of those firms.

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ties. Journal of Education for Business, 63, 163-167.

EVALUATION (continued from page 4)

Table 6

Session Audience Size

Audience Size	Number of Sessions
2 to 5	6
6 to 9	14
10 to 13	13
14 to 17	13
18 to 21	9

Commendations are in order for Lynda Lee, the program chair, along with Diana Lancaster, her program co-chair, and for Mickey Lee, who was responsible for Local Arrangements, as well as to all the other dedicated MSERA members who were responsible for another successful Annual Meeting. I would also like to extend my thanks to the people who assisted in the revision of the Annual Meeting evaluation process and in its administration.

Member Activities

Harry L. Bowman, Memphis State University, MSERA Executive Secretary, was elected 1989 President-Elect of the Southern Association of Colleges and Schools at the annual meeting of the association in December at Atlanta.

Charles L. Faires, Co-editor of the MSERA Researcher has accepted a position as Director of Field Relations at Nova University in Fort Lauderdale, Florida. He will assume his new position at the conclusion of spring semester at the University of Tennessee. Although he will not be in a MSERA-member state, he has promised to remain an active MSERA member. He will be missed, and we wish him well.

1989 MSERA Annual Meeting

Little Rock

November 7-11

Deadline for Proposals: July 15

1989 MSERA BOARD OF DIRECTORS

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