

## NOTES FROM THE EDITOR

---

**The *Journal of Career and Technical Education*** can be obtained in both paper and electronic form. This spring 2000 issue (16-2) marks the thirty-second issue of JCTE in print, and the tenth issue currently on-line. The printed journal is mailed to members and other subscribers around the world and is indexed in ERIC. The electronic journal is available worldwide on the Internet and can be accessed at the following (case sensitive) location:

**<http://scholar.lib.vt.edu/ejournals/JVTE/jvte.html>**

Providing JCTE as an electronic journal as well as a paper one means a whole new set of responsibilities for the editor, one of which is making sure that the files are properly formatted in order to be converted to HTML. This also will call for authors paying closer attention to using the proper formatting features on the word processor.

This is my first issue as editor of the Journal of Career and Technical Education (JCTE). I am pleased to serve as JCTE editor as we move into the next millennium, a time where opportunities for technological advancement, education reform, and beneficial change are abundant. As always, career and technical educators are advocates for positive change and are continually seeking ways to position career and technical education in the forefront. The change of the name for this journal from the *Journal of Vocational and Technical Education (JVTE)* to the *Journal of Career and Technical Education (JCTE)* is perhaps one way to begin to help others recognize what we do as educators by identifying ourselves more closely with our national organization, the Association for Career and Technical Education (ACTE) and more closely with the terminology of the time in which we live and work.

Although editing this first issue has been a tremendous commitment of time and energy, it has also been one of professional growth and development. The transition and adjustment process has taken considerable time, but was accomplished with the help of two dedicated individuals, Audrey Frazier-Spry, who also assumed a new role as Assistant to the Editor, and the former editor, Bettye Heath-Camp, who shared a wealth of information and materials; as well as her support. Although the name of the journal has changed, its focus on career and technical education philosophy, theory and practice remains intact. The JCTE continues to call for manuscripts that relate to current issues, site appropriate literature, and have **direct** implications for career and technical education. Thus, only a few minor changes have been made with regard to the media/format for submitting manuscripts (see Guidelines for Authors).

### IN THIS ISSUE:

The JCTE includes articles on a variety of topics in career and technical education. This issue provides readers with articles emphasizing results of quantitative and quantitative research.

The Hairston study used qualitative research methods to address how parents or parental caregivers influence African American students' decisions to prepare for vocational teaching careers and specific vocation concentrations. Previous research is supported by these findings that suggest high academic and career expectations by parents influence African American students' decision to prepare for vocational teaching careers. At a time when the American education system is experiencing teacher shortage, Hairston offers implications for recruiting African American students into the profession as vocational teachers. This study identifies and discusses additional factors that influence African American students' decisions to prepare for vocational teaching careers.

Foster's study employed a modified Delphi approach to determine which ethical agricultural areas are most critical to the general consuming public and students studying agriculture. Secondary teachers/consumers in ten western states were the sources of information for this study. The study reveals that most participants address ethical agricultural issues in class. Also, readers will find of interest, discussion about the three most important areas of ethical agricultural issues relevant to both consumers and curricula. The author suggests that while all ethical agricultural issues may not be relevant to the classroom, those identified through this study should be addressed by teachers in the western states, since some issues explored in this study were unique to those states. With this in mind, the author recommends that similar studies be conducted to determine issues relevant to other regions.

Austin and Mahlman share findings from a pilot project involving occupation-specific assessment over the Internet. As online teaching and learning continues to evolve, educators are seeking answers to questions about design and use in relation to pedagogy. In this study, issues of performance, attitudes, and implementation are addressed based on findings revealed after students completed an administrative office technology assessment over the Internet and in paper form. Based on results of this pilot project, Austin and Mahlman conclude that the advantages of testing over the Internet outweigh the disadvantages. The authors discuss ideas for moving vocational assessment to the Internet.

Kunneman and Key, with contributions from Sleezer, engaged managerial personnel from business and industry organizations in Oklahoma to examine their management training needs and current training activities. This study asked research questions that revealed the number of organizations employing a training and development specialist and the amount and type of management training activities offered. This ambitious study provides information about how training is delivered and the limits of training opportunities for managers. This study comes at a time when, fueled by advances in technology, workforce readiness is of extreme importance to business and industry and information that may lead to improved training and preparation is vital. Consequently, those who provide training may find the implications for training delivery useful, including discussion about preferences for type, source, and training methods.

The Editor  
Myra N. Womble  
August, 2000