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Notes from the Editor 3

**Competency-Based Versus Traditional Cohort-Based Technical Education:
A Comparison of Students' Perceptions** 5
Jill Sinclair Bell
Robin Mitchell

An Assessment of the Historical Arguments in Vocational Education Reform23
Emery J. Hyslop-Margison

**The Status of Integration of Academic and Agricultural Education
in North Carolina** 31
Dana L. Roberson
Jim Flowers
Gary E. Moore

**Marketing Education Students' Perceptions Toward Marketing
Education Courses** 46
Elaine Adams
Myra N. Womble
Karen H. Jones

Guidelines for Authors 64

CHAPTERS OF OMICRON TAU THETA

- ALPHA**—University of Tennessee
- BETA**—Colorado State University
- CHI**—University of Strathclyde, Glasgow, Scotland
- GAMMA**—Temple University
- DELTA**—Rutgers University
- EPSILON**—State University of New York
- ETA**—The Ohio State University
- IOTA**—Virginia Polytechnic Institute and State University
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NOTES FROM THE EDITOR

The *Journal of Career and Technical Education* can be obtained in both paper and electronic form. This Fall 2000 issue (17-1) marks the thirty-third issue of JCTE in print and the eleventh 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 URL:

<http://scholarlib.vt.edu/ejournals/JCTE/>

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 PDF and/or HTML. This also will call for authors paying closer attention to using the proper formatting features of the word processor. Prior to Volume 16, Number 2, the Journal of Career and Technical Education was published as the *Journal of Vocational and Technical Education*. These issues can be found at the following case sensitive URL: <http://scholarlib.vt.edu/ejournals/JVTE/>

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 qualitative research.

As part of a participant-observation study investigating technical education in Canada, **Bell and Mitchell** interviewed students enrolled in pre-apprenticeship refrigeration mechanics courses at the community college level. Responses of students enrolled in a 1-year, competency-based program were compared with responses of students enrolled in a 36-week traditionally delivered, cohort-based program. Results suggest that different curricula lead to different student experiences of content and that competency-based programs have advantages over cohort-based programs. The authors identify student appreciation for a warm, caring teacher as well as a need for variety in teaching methods to meet students' learning needs as commonalities, regardless of mode of program delivery.

Hyslop-Margison offers a discussion focusing on the historical development of vocational education in the 20th century. According to the author, two distinct visions on vocational education's role in preparing students for occupational and social life are revealed. Concerned with the present popularity of instrumental skills curricula in vocational education, this article proposes an alternative approach that protects democratic ideals while still preparing students for future career challenges. The author argues that a morally-appropriate model for vocational education is found within the comprehensive democratic approach developed by Dewey, rather than through narrowly-conceived, skills-based programs.

Through this study, **Roberson, Flowers, and Moore** examined the level of integration of academic education into agricultural education programs and explored agriculture teachers' opinions regarding integration of academic and vocational education. Equal numbers of agriculture teachers who had SREB grants to integrate academic and vocational education and those who did not have SREB grants were compared. The authors recommend further research to determine which model(s) of vocational and academic integration result in the highest student achievement gains. They suggest that such research be used to determine which methods of vocational and academic integration should be emphasized at teacher-training workshops.

In this article, **Adams, Womble, and Jones** report findings from research designed to assess attitudes of vocational education students toward the vocational courses in which they enroll. Analysis of responses from 354 marketing education students suggest that students are generally positive about their marketing courses and form perceptions toward marketing courses based on three factors—Personal Relevance, Educational Value, and Life Skills. The authors use the five core propositions of exemplary teaching developed by The National Board for Professional Teaching Standards as a philosophical framework and for further examination of study findings. Marketing teachers and other educators should find results of this study helpful as they engage in course and program revisions needed to meet educational and career aspirations of students.

The Editor
Myra N. Womble
December, 2000