
NOTES FROM THE EDITOR

The *Journal of Career and Technical Education* can be obtained in both paper and electronic form. This Fall 2002 issue (19-1) marks the thirty-seventh issue of JCTE in print and the fifteenth 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://scholar.lib.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://scholar.lib.vt.edu/ejournals/JVTE/>

I appreciate the assistance of the reviewers who read the articles considered for this issue. It would not be possible to publish a refereed journal such as the *Journal of Career and Technical Education* with a distinguished group of reviewers. I would like to take this opportunity to acknowledge and thank the following colleagues for giving their time and expertise in reviewing the manuscripts for this issue of the journal. If I have omitted anyone as an oversight, please accept my apologies.

Elaine Adams, The University of Georgia
Leonard Albright, Colorado State University
James Bartlett, University of Illinois
Greg Belcher, Pittsburg State University
Debra Bragg, University of Illinois
Dan Brown, Illinois State University
Wesley Budke, The Ohio State University
Phyllis Bunn, Delta State University
James Burrow, North Carolina State University
William Camp, Virginia Polytechnic Institute and State University
Patricia Coyle-Rogers, Purdue University
John Crunkilton, Virginia Polytechnic Institute and State University
Lillian Daughtry, Pittsylvania (VA) County Schools
Carol Decker, Lincoln Memorial University
Jacquelyn Deeds, Mississippi State University
Cheryl Evanciew, Clemson University
Curtis Finch, Virginia Polytechnic Institute and State University
Howard R. D. Gordon, Marshall University
Jim Gregson, University of Idaho

Helen Hall, The University of Georgia
Frank Hammons, Florida International University
Betty Heath-Camp, Virginia Polytechnic Institute and State University
Jim Key, Oklahoma State University
Joyce Logan, University of Kentucky
Richard Lynch, The University of Georgia
Alfred Mannebach, University of Connecticut
Brenda Martin, University of Arkansas (Pine Bluff)
Larry Miller, The Ohio State University
Marcella Norwood, University of Houston
Ed Osborne, University of Florida
Donna Redmann, Louisiana State University
George Rogers, Purdue University
Jay Rojewski, The University of Georgia
Rick Rudd, University of Florida
Sheila Ruhland, University of Minnesota
Mark Sanders, Virginia Polytechnic Institute and State University
John Schell, The University of Georgia
John Scott, The University of Georgia
Daisy Stewart, Virginia Polytechnic Institute and State University
Wanda Stitt-Gohdes, The University of Georgia
Alan Truell, Ball State University
Desna Wallin, The University of Georgia
Randol Waters, The University of Tennessee
Keith Waugh, Southern Illinois University
Chris Zirkle, The Ohio State University

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.

John Ricketts and Rick Rudd share results of a metaanalysis they conducted on youth leadership development literature. The authors constructed a youth leadership model consisting of five components. This model can be used as a curriculum framework for teaching leadership to all students. The recommendation is made to allow the model to serve as the first step in developing a curriculum designed to teach leadership to youth in a formal setting.

Sheila Ruhland and Christine Bremer offer results from a study that examined the professional development needs of novice secondary career and technical education teachers. Readers will learn of ways to increase support for professional development opportunities for novice teachers which in turn should help retain teachers after their first year of teaching.

Through his study, Patrick Foster examines how case study analysis can be used by educational researchers to examine a topic in depth. Dr. Foster provides helpful ways for identifying problems suitable for case-study research and describes the methodologies to be used in case-study analysis.

The article written by Abu Bockarie describes how the work of Vygotsky has steadily grown to influence the development of adult vocational and technical education. Dr. Bockarie discusses the Zone of Proximal Development and analyzes this concept as it applies to adult vocational and technical education.

The article written by Craig Edwards and Gary Briers examines the relationships among teacher perception of the value of teacher inservice in preparation for a block schedule, teacher satisfaction with the opportunity to implement effective teaching practices, and student achievement. The authors conclude with recommendations for inservice activities which should help teachers acquire instructional behaviors that are effective when used under a block schedule.

The Editor
Kirk A. Swortzel
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