

---

## NOTES FROM THE EDITOR

---

The *Journal of Career and Technical Education* can be obtained in both paper and electronic form. This Fall 2003 issue (20-1) marks the thirty-ninth issue of JCTE in print and the seventeenth 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/>

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  
Steve Aragon, University of Illinois  
Matt Baker, Texas Tech University  
James Bartlett, University of South Carolina  
Greg Belcher, Pittsburg State University  
Debra Bragg, University of Illinois  
Ted Branoff, North Carolina State University  
Dan Brown, Illinois State University  
Wes Budke, The Ohio State University  
Phyllis Bunn, Delta State University  
Penny Clark, Bowling Green State University  
Patricia Coyle-Rogers, Purdue University  
Jacquelyn Deeds, Mississippi State University  
Chandra Elbert, Texas A&M University  
Jack Elliot, University of Arizona  
Cheryl Evanciew, Clemson University  
Jim Flowers, North Carolina State University  
Howard R. D. Gordon, Marshall University  
Brad Greiman, University of Minnesota  
Penny Haase-Wittler, SUNY (Oswego)  
Helen Hall, The University of Georgia  
Steve Harbstreit, Kansas State University  
Betty Heath-Camp, Cornell University  
Tracy Hoover, Penn State University

Dann Hussman, University of Nebraska  
Richard Joerger, University of Minnesota  
Jim Key, Oklahoma State University  
Neil Knobloch, University of Illinois  
James Lindner, Texas A&M University  
Joyce Logan, University of Kentucky  
Richard Lynch, The University of Georgia  
Brenda Martin, University of Arkansas (Pine Bluff)  
Jerry McMurtry, University of Idaho  
Larry Miller, The Ohio State University  
Rama Radakrishna, Penn State University  
Donna Redmann, Louisiana State University  
George Rogers, Purdue University  
Jay Rojewski, The University of Georgia  
Sheila Ruhland, University of Minnesota  
Regina Smick-Assitono, University of New Hampshire  
Daisy Stewart, Virginia Polytechnic Institute and State University  
Wanda Stitt-Gohdes, The University of Georgia  
Alan Truell, Ball State University  
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.

Richard Joerger shares results from a study where he determined the nature and impact of selected forms of beginning teacher assistance provided by school personnel to three consecutive cohorts of beginning or returning secondary agricultural education teachers. He presents some very practical recommendations for administrators, school personnel, and others involved in beginning teacher assistance programs.

Antione Alston at North Carolina A&T University offers results from his study on assessing the availability of instructional technology tools and the use of instructional technology tools, including computer technology, in secondary school agricultural education programs in North Carolina and Virginia. Dr. Alston is a young professor in the field of agricultural education with an interest in instructional technologies. Pay attention as Dr. Alston recommends how agricultural education programs can be role models for state departments of education in the area of instructional technology.

Through their study, Ernest Brewer and Jama McMahan Landers examine the relationship between job stress and job satisfaction among industrial and technical teacher educators. Anyone involved in teacher education today can sympathize with this article as we all feel stress in our jobs at times. While the authors acknowledge that the design and response in the study was less than desirable, there is some food for thought we all should consider if we do not want to feel so stressed in our jobs. I think you will find this article interesting and refreshing to read.

The second article written by Richard Joerger is related to the first article in this issue. In this article, Joerger is determining the nature of selected teaching events as experienced by three consecutive cohorts of beginning secondary agricultural education teachers from Minnesota. Once again, Joerger presents some very practical recommendations for those involved with the induction of beginning agricultural education teachers.

The article written by Sheila Ruhland, Carol Jergens, and Diane Ballard analyzes the impact of tech prep as a change agent for educational reform. This article describes what tech prep directors believe are factors which support tech prep as an education reform agent. It will be interesting to see the results of this study again in five years, as the authors suggest, to see if tech prep still has the same impact in educational reform as it does today.

The final article written by Neil Knobloch and Susie Whittington describes the differences between teacher efficacy of novice teachers based on levels of career commitment. Again, keeping with the theme of other articles in this issue, the implications are great for those who work with beginning teachers of agricultural education. Practitioners in the field will find the implications of this article helpful as they work with novice teachers.

Personal Note: It has been my pleasure to be the editor of the *Journal of Career and Technical Education* for the past two years. Though some issues were late in getting out, I believe an issue should maintain high professional standards, even if it meant being late for a month or so. Thank you for your patience in getting the issues completed and I thank everyone who submitted articles for consideration and those who served as reviewers. Without you, this journal will not be possible.

The Editor  
Kirk A. Swartzel  
December 2003

Note: In the last issue (Volume 19, Number 2), the author's name was misspelled on one of the articles. The correct article listing should have been:

**Differences Between Faculty and Students' Perception of Recruitment Techniques That Influence Students to Attend Four-Year Automotive Programs ..... 7**  
*Gregory Belcher, Robert Frisbee, and Brian Sandford*

