

## **FROM THE EDITOR**

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### **Behind the Scenes**

Many years ago as an undergraduate student at the University of Wisconsin-Madison I held a part-time job on campus interviewing extension specialists in the College of Agriculture, and turning the interviews into news articles and radio spots. I was taught to ask *who, what, when, where, how*, and sometimes *why* in order to write a high-quality, comprehensive piece. I was intrigued by the process of beginning with the initial research and ending in publication, and I enthusiastically embraced working behind the scenes.

Since becoming editor of the *Journal of Industrial Teacher Education* (JITE), I am often asked questions about the *Journal*. These questions have helped me realize that what goes on behind the scenes is something of a mystery. Questions arrive on my voice mail and e-mail from all over the world from potential authors. The questions have made me aware that it is important to reveal to others what goes on behind the scenes. Actually, there are no hidden tricks in the production of JITE, just a lot of fine work by human beings who help create the magic of the final copy you are now reading.

Let's address those important journalistic questions mentioned above. First, people are curious about *who* writes for JITE. Most authors are teaching either in a university or college or in a technical college. About 70 percent of the manuscripts are submitted by educators in universities or colleges and about 8 percent come from technical college teachers. Graduate students submit 10 percent of the manuscripts and 12 percent come from writers who are in consulting, in other positions related to our field, or writers who are retired. I am sometimes asked whether a writer has to be a member of NAITTE to have a manuscript accepted. While this is a requirement of some research journals, this is not a requirement of JITE. However, I encourage all authors to join NAITTE. An application can be found in the Bits and Pieces section of this issue.

*What* happens once a manuscript is submitted? Manuscripts are reviewed by three or more people who read them

Volume 42

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2005

without knowing who the author is. Reviewers' comments are sent anonymously to authors of all manuscripts. That way, even authors whose work is not accepted for the *Journal* receive valuable feedback. The reviewers' comments help the accepted authors revise their writing for publication. Author revision is always part of the process. As editor, I seriously consider the reviewers' advice in selecting manuscripts for the issue.

*What* types of manuscripts are accepted? We want to publish the best articles on topics of interest to technology educators, trade and industrial educators, and industrial and military trainers and consultants. All published work focuses on the broad topic of industrial teacher education. Referred articles are in one of three categories: research-based manuscripts, conceptual pieces, or dissertation-based manuscripts. Additionally, we publish "At Issue" essays, "Comments," and reviews of books/media and computer software.

The *when* and *where* are easy questions for me to answer. JITE is published four times a year. *Where* the work takes place is an interesting point. The editorial office currently resides at Georgia State University, however the editorial board, reviewers and authors are scattered across the United States and abroad.

*Why* do we publish JITE? The reasons are many and complex. I believe the *Journal* helps us maintain and grow our profession. It goes without saying that the *Journal* also advances knowledge and scholarship in our field. Of equal importance, the *Journal* provides a platform where we can discuss the complex issues facing our profession. I hope that as you read this issue you will ponder the *why* question, and I invite you to send your thoughts and comments to me.

And now for one final word. Whatever success the *Journal of Industrial Teacher Education* attained as we close out Volume 42 would not have been possible without the assistance of others. In addition to Editorial Board members, reviewers, and the NAITTE executive committee, it was the membership that submitted materials containing ideas that both increased and elevated the knowledge of those engaged in our field. It is to all these devoted NAITTE members that the major share of any credit is due.

**Reviewers for Volume 42**

The following individuals served as reviewers for Volume 42. The Editorial Board thanks these reviewers for their conscientious service to the *Journal*.

David Bjorkquist	University of Minnesota
Paul A. Bott	California State University-Long Beach
Paul E. Brauchle	Illinois State University
Dan C. Brown	Illinois State University
Don Buskirk	Purdue University
Patricia A. Carter	Georgia State University
Robert A. Chin	East Carolina University
Phillip L. Cardon	Eastern Michigan University
Rodney Custer	Illinois State University
W. Tad Foster	Indiana State University
Gary D. Geroy	Colorado State University
James P. Greenan	Purdue University
Larry Hatch	Bowling Green State University
Marie Hoepfl	Appalachian State University
Robert T. Howell	Fort Hays State University
Howard D. Lee	University of Wisconsin-Stout
Theodore Lewis	University of Minnesota
Chris Merrill	Illinois State University
Craig Miller	Purdue University
Susan J. Olson	University of Akron
Cheryl Poston	Clemson University
David Pucel	University of Minnesota
George E. Rogers	Purdue University
Karen M. Schaefer	Georgia State University (Ret.)
Mathias J. Sutton	Purdue University
Dale E. Thompson	University of Arkansas
Kenneth D. Welty	University of Wisconsin-Stout
Karen Zuga	Ohio State University

**In this Issue**

Three feature articles are presented in this issue. First, James C. Flowers, Ball State University, investigates a completely online master's degree program in technology education and the impact of this delivery model on student

enrollment. Flowers discusses lessons learned with the program and process and suggests that along with other issues, program developers consider the impact of program design on the development of student research skills.

In the second featured article, Raymond Dixon, University of Technology, Jamaica, and Ronald L. Meier, Danny C. Brown, and Rodney L. Custer, Illinois State University, focus on instructors in training academies and examine which entrepreneurial competencies are most important for these instructors to function successfully in institution-based enterprises.

Next, Kara S. Harris, Purdue University, explores teacher perceptions of modular technology education laboratories. Harris notes that the teachers in this study appear to have a more positive perception of modular technology education laboratories than they do of contemporary laboratories. Perceived advantages of modular laboratories are discussed from both teachers' and students' points of view.

In the "At Issue" section C. J. Shields and George E. Rogers, Purdue University, contend that teachers must be aware of emerging experimental technologies which often raise controversial issues affecting society and bring into question deep-rooted beliefs. The authors assert that these issues should be discussed in classrooms by integrating them into the technology lesson. Examples are provided for teaching "across the curriculum."

Jessie M. Hayden, Georgia State University, provides a review of Lakes and Carter's edited book which examines gender issues related to vocational education and training in today's global economy.

This issue includes a "Comments" section which acknowledges the Outstanding Manuscript Awards for Volume 42. Following the comments is the *Journal's* "Bits and Pieces" section containing information for submitting articles to the *Journal* and how to become a member of NAITTE.

JZB