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## Editor's Note

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Richards: Editor's Note  
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The byword today is reform. Two reforms affect health occupations: health care and education. Health care reform focuses on access, quality, and cost containment. Educational reform focuses on effective schools and teachers, and setting high standards for all students. This issue offers information on learning styles, teaching competencies, the use of microcomputers in the professional and personal lives of teachers, tech prep, advisory committees and quality circles, and a review of a book on ethics.

Kirby, Leitsch, and Kennedy compared Kolb's Learning Style Inventory and the Myers-Briggs Type Indicator to identify existence, strength, and direction of correlations. Data were collected from 132 nursing and physical education students. The authors found that, overall, the Myers-Briggs Indicator appears superior to Kolb's Learning Style Inventory.

Richards reported on a survey of teaching competencies by health occupations education teachers from two perspectives: how important the competency is in the position you hold, and how important the competency will be in your position for the year 2000 and beyond. For those competencies with significant differences between means, continual upgrading of education and skills is needed.

Sandiford surveyed health occupations education teachers in Florida to determine the extent to which the teachers were using microcomputers in their personal and professional lives. The findings indicated that the majority of respondents were using IBM compatible computers with word processing activities being the most frequent computer application.

Baker and Hartman explored the similarities, differences, and functions of quality circles and advisory committees. The ultimate effectiveness of both groups depends on the support of top administrators, both in theory and practice.

Smith and McLemore supported the development of tech prep programs as representatives of the National Consortium on Health Science and Technology Education.

Pittman reviewed the book *The Ethics of Health Care*. The book can be used as a text for an ethics course or as an excellent resource for health education teachers. Clarification exercises at the end of each chapter help students develop appropriate biomedical language and critical thinking skills and explore decision-making models.

This is the final issue under my direction. I want to thank the many authors, readers, and the editorial board for their direction in publishing the Journal. Without them, the Journal could never have reached its goals.

Beverly Richards  
Editor