

From the Editor's Clipboard

Is it time to.....

1. develop one model for leadership education programs?
2. distribute leadership education research findings to public clientele?
3. build bridges among leadership education teaching and research entities (agriculture, business, liberal arts and others)?
4. make a statement that summarizes what scholars have discovered about leadership education?
5. create funding opportunities to leap to the next level of leadership education research?

These questions are just a few of the thoughts, as editor, I had when analyzing the articles for this issue. I believe great scholars generate as many questions as they do answers. And, I am continually surprised, impressed, and amazed with the type of research and discovery that leadership education scholars complete. The authors published in past, present, and future issues of the *Journal of Leadership Education* are on the brink of moving leadership education into a new arena. They are creating new theories to support intentional development and improvement in a very important educational endeavor. As a scholarly body, we are nearing a juncture when the questions posed above can be answered.

It is time for leadership educators to take a stand and broadcast what we know. As scholars, our responsibility is to discover and create environments where intentional leadership education is differentiated from programs of inadvertent leadership skill development. The authors published in this issue advance the scholarly knowledge surrounding leadership education. They provide information to develop and validate leadership education programs.

The *Journal of Leadership Education* continues to strive for excellence in manuscript reviews and acceptance. Acceptance rates are calculated for each issue and vary depending on the number of submissions. The JOLE acceptance rate for this issue is 44%.

In their review of the submitted documents, representatives of the JOLE Editorial Board provided a juried assessment of a manuscript's scholarly significance and relevance. The Theoretical Features, Research Features, Application Commentaries, and Book Review were closely scrutinized to ensure selected manuscripts advance the theory and practice of leadership. This issue of JOLE supports leadership scholars in their quest for successful leadership education.

Respectfully submitted, Christine D. Townsend, Editor

Accepted Theoretical Features

Advancing the Practice of Leadership: A Curriculum

Bridgeforth brings the question of leadership education and curriculum development to the reader. In his manuscript, he reviews past leadership education activities and offers suggestions to those who develop leadership programs. His conclusions are bold and offer numerous critical thinking points for leadership educators.

A Review of Formal and Informal Mentoring: Processes, Problems, and Design

Most leadership educators support mentoring as a positive activity for employee development. Inzer and Crawford investigate mentoring documents that ascertain the positive and negative results of mentoring. This article offers readers a healthy discussion about the positive and not-so-positive activities surrounding mentoring programs.

Accepted Research Features

4-H Leadership Training and Transfer of Leadership Skills

Bruce, Boyd, and Dooley ponder the question of how leadership skills are acquired from experience in a youth organization. As with other research of this type, they find some positives as well as some negatives in intentional preparation of young leaders. Their manuscript provides multiple additional questions for future research in the area of youth leadership development and education.

Teaching Leadership: Do Students Remember and Utilize the Concepts We Teach?

An academic leadership course that was taught over the course of a college semester is analyzed by Williams and Townsend. In their research, they assess the self-perceptions of the former students as to what they remember and what they actually use in their daily lives. This research project provides some evidence that intentional leadership education programs are successful

Accepted Application Commentaries

The Leadership Pie: Grab Your Piece Before It's Gone

Pennington takes the reader through a journey of developing a leadership minor at a public university. The writer's experiences, questions, and solutions provide an insightful map of the process. The manuscript is filled with examples of the hurdles and successes found in the development of a leadership minor.

Bring “Worldmindedness” to Students of Leaders

Do you want to develop a global perspective for a leadership education program? In her manuscript, Robinson presents a plan to increase the global experiences of future leaders. She outlines shortfalls of programs and presents an educational design that can be useful in a variety of institutions.

Developing Professionals of Color: Going Beyond the Traditional Leadership Skill Set

White and Hollingsworth present a leadership education program housed at an all-male historically black college. This article contains practical and useful information that relates to all leadership educators. The authors’ combination of empirical and anecdotal data provides a well-rounded description of a powerful leadership education program.

Accepted Book Review

A past issue of JOLE was dedicated to “gender and leadership” manuscripts. Related to this issue, Susan Fritz and Joan Giesecke reviewed a book of interest to leadership educators. Read their review of: Same Difference: How Gender Myths are Hurting Our Relationships, Our Children, and Our Jobs (Barnett and Rivers, 2004) to add information to your leadership programs on gender and leadership issues.