

EDITORIAL

A View From The Gates: Looking Inwards, Outwards and Onwards

This issue marks the close of the sixth year of publication of *The Canadian Journal for the Study of Adult Education* and the last issue of the *Journal* to be published in the original format. Volume VII, issue number 1 (May 1993), will introduce a new format which will retain the current high quality of paper and print while introducing a new cover and some economies of space utilization, page size and printing costs. With the new format we will also introduce some editorial changes and increase the number of articles published per issue. The last year has presented several challenges to the *Journal* and has been a year of planning for the future. This issue presents an opportune time to discuss those challenges, review the past contributions made by the *Journal* to Canadian adult education and to present our plans for the future development of the *Journal*.

As a consequence of the Social Science and Humanities Research Council (SSHRC) having insufficient funds to meet all of the requests made by scholarly journals in 1991, the request for support made by *The Canadian Journal for the Study of Adult Education* was not approved. Among the reasons given by the SSHRC for its decision were concerns about the number of subscriptions for the *Journal* beyond the membership of CASAE, the lack of empirical research articles and the *Journal's* commitment to the use of electronic mail networks to disseminate articles. It is a goal of the *Journal* to expand its readership and to increase subscriptions from academic institutions. Work has begun to market the *Journal* more vigorously. Relatively few empirical studies have been published, largely because few have been submitted. As for the *Journal's* support for the use of electronic mail to disseminate articles accepted for publication and queued for printing (see the statement on the inside back cover of this issue), this innovative goal has never been implemented since a surfeit of accepted articles has not yet occurred. It is interesting to note that currently a committee of SSHRC and the Canadian Association of Learned Journals is exploring the possibilities for reducing journal costs through electronic dissemination methods. In this case we suffer from being a little ahead of our time.

It is our goal to resubmit for SSHRC funding support in 1994. We hope at that time to be able to respond positively to the concerns previously expressed by demonstrating that there has been an increase in the number of empirical studies published, that journal subscriptions have increased and that the use of electronic distribution methods remains a long term goal. We hope that the increase in the number of empirical articles will be achieved at the same time

as we increase the total number of articles published. It has not been editorial policy in the past which has determined the number of empirical studies published, and it will not be in the future. It is our intention to increase the number of empirical studies submitted to the *Journal* by soliciting papers directly from empirical researchers and clearly indicating in *Journal* literature that we wish to receive more empirical work.

The *Journal* has become a member of The Canadian Association of Learned Journals to become actively involved in the broader discussion of SSHRC subsidies for journals and to develop our resources and personal skills on behalf of the *Journal*. Madeleine Butschler, Editorial Associate, attended the 1992 annual meeting of the CALJ in Charlottetown where, in addition to acting as a source of information concerning SSHRC funding policies and directions, the meeting offered a recasting of learned journals' roles for the future. We hope to have additional Editorial representation at the 1993 meeting in Ottawa.

In the fall of 1991 we conducted a survey of previous reviewers to ascertain their interest in continuing to serve as reviewers, to request their assistance in expanding our panel of reviewers and to solicit their opinions on future directions for the *Journal*. Shortly after we distributed the survey form a case of plagiarism was brought to our attention. This matter is reported elsewhere in this issue. Here we would like to point out that the survey was begun prior to the plagiarism case being brought to the Editors' attention and was not related to a concern about the work of the *Journal's* reviewers. It was clear from the files and correspondence that a large number of persons had contributed their time and expertise to the *Journal* during its five year history. In Volume VI, (1) we published a list of reviewers' names and an acknowledgement of their support for the *Journal*. Suggestions were received which proved helpful in our consideration of editorial policy and format changes. We intend to consult reviewers at regular intervals and to continue the practice of publishing their names in appreciation of their work and to ensure that, as "gatekeepers", we continue the practice of this journal—that is, keeping the gates open.

A major project that we have undertaken is to construct a data base to maintain a detailed historical record and to aid ongoing research into the epistemology of adult education. This project will also enable future *Journal* editors to be accountable to readers for their gatekeeping practices. We hope to share information on the database with CASAE members at the 1993 meeting.

Communications difficulties and changes in Editorial personnel have not allowed for the development work of the Anglophone Editors to be conducted in close cooperation with the Francophone Editors. Essentially we have been and remain today two solitudes. It is our wish that in the future we might become less solitary and explore possibilities for the *Journal* cooperatively. The annual meeting of the *Journal* Board at the CASAE conference June 10 - 12, 1993, in Ottawa may allow this commitment to become more of a reality.

Other activities we have undertaken in our first year include the development of a manuscript cover sheet which requires contributors to identify the origins of their research, acknowledge sources of financial and other assistance, advise the editors on institutional affiliations, confirm their willingness to provide a copy of their manuscript on a computer diskette, if possible, confirm their use of the APA or Chicago Style manual and declare their willingness to assign copyright of the published article to the *Journal*. In future issues we will amend the statement of accepted styles to include Turabian, a simplified version of the Chicago Style Manual.

To review the contribution of the *Journal* to Canadian adult education we developed an index for the first five volumes (CJSAE, VI, (1) 1992). The index shows that professors of adult education have made a major contribution towards establishing the *Journal* as a source of knowledge about Canadian adult education. However, the story of Canadian adult education can only be told and the experience shared when adult education practitioners, participants, volunteers and observers contribute their work. The democratization of knowledge production and dissemination is a goal of Canadian adult education practice which we would like to see reflected more strongly in the *Journal* in future. To ensure that the *Journal* does not become solely an instrument of the professoriate, or others seeking professional advancement, we promise that contributions from all adult educators will be treated with respect and that editorial support will be made available to contributors whose prior writing experience and work may not have prepared them to develop manuscripts to publishable standards.

We wish to encourage recent graduates of adult education programs to rewrite their theses and dissertations for publication. To this end we now write to each doctoral graduate, with a copy of the letter to the graduate's advisor, indicating our interest in receiving a manuscript. To encourage the submission of articles based on Master's theses we write to department heads asking them to consider their graduates' projects and theses and to inform those graduates whose work holds most promise for publication of our interest in receiving a report of their research.

The index also shows that the *Journal* is publishing material on the cutting edge of practice. Such material includes reports and studies on critical theory, feminist issues and research, international adult education and social action. Such topics reflect the activist tradition of Canadian adult education and demonstrate that the editors want this *Journal* to have a point of view and a soul. We want to continue publishing articles and research studies in these areas and in such other areas as:

The story of Canadian adult education—herstory and history.

The work of Canadian adult educators in broad social change movements such as the environmental movement and the work of "Friends of the Athabasca" and "The Old Man River Society"

in Alberta. Other counter hegemonic adult education work we would like to publish includes the work of Food Security Watch Groups, Foodbank organizers and anti poverty groups.

The contribution of Canadian adult education to the achievement of social equity and justice in the least developed countries.

Comparative adult education studies which highlight the differences and similarities in the practices of Canadian and other adult educators.

Biographies of Canadian adult educators. We must not wait for people to die before we examine their work and assess their contribution to Canadian adult education.

Studies which inform us about the changes occurring in our institutions. We need to be aware of the implications that these changes hold for adult education access, equity and practice.

The contributions to the advancement of women by adult educators, feminist contributions to adult education theory and practices, as well as the issues and problems faced by women in adult education. (See 'Call for Papers', page 97 of this issue.)

We ask for your help in this effort to continue to build the *Journal* and contribute towards the enhancement of knowledge of the field of adult education in Canada and worldwide.

For the Saskatchewan Editorial Collective,
Adrian Blunt, Madeleine Butschler and Robert A. Carlson.