

Volume 34 Issue 2

cjsae

the canadian journal for the study of adult education

la revue canadienne pour l'étude de l'éducation des adultes

rcééa

EDITORIAL

J. Adam Perry

*The Canadian Journal for the Study of Adult Education/
La revue canadienne pour l'étude de l'éducation des adultes*
Editors-in-Chief: J. Adam Perry and Robin Neustaeter
French Language Editor: Jean-Pierre Mercier
www.cjsae-rceea.ca

34,2 December/décembre 2022, i–ii
ISSN1925-993X (online)

© Canadian Association for the Study of Adult Education/
L'Association canadienne pour l'étude de l'éducation des adultes
www.casae-aceea.ca

BREAKING THE ARMOUR AND STIRRING THE SOUL: DIALOGUE, COMMUNITY, AND CRITICAL PERSPECTIVES ON ADULT AND CONTINUING EDUCATION

J. Adam Perry

St. Francis Xavier University

“Each of us is encased in an armour which we soon, out of familiarity, no longer notice. There are only moments which penetrate it and stir the soul to sensibility” (Buber, 1947/2004, p. 33). It was with these words from the Austrian philosopher and adult educator Martin Buber, that Marie Gillen, the first editor of *The Canadian Journal for the Study of Adult Education* (CJSAE) introduced the journal to the world in 1987 (Gillen, 1987). It was Marie’s hope that the launch of this journal would offer just such a moment – one that would “stir the soul” of Canadian adult educators, and to compel them to break through their armour and contribute their ideas to these pages. This is my first editorial as co-Editor-in-Chief of the CJSAE, and I thought it would be appropriate to reflect on Marie’s vision for a journal that could stimulate dialogue and build community. It was Marie’s hope that CJSAE would enrich the field of adult education by inspiring Canadian adult educators to come out of their shells, to share their ideas, and inspire others. I think that thirty-five years on, it is clear that this wish has become a reality. In 2022, our integration within the Canadian adult education community is as strong as ever. The CJSAE is not a corporate journal, but rather is an association journal, and since the beginning has been deeply interwoven within the fabric of *The Canadian Association for the Study of Adult Education* (CASAE)/*Association canadienne pour l’étude de l’éducation des adultes* (ACÉÉA). This ongoing relationship with the Canadian adult education community is crucial to our mission. As such, today, we continue to pursue our commitments to dialogue, community-building, and to advancing a critical perspective on adult and continuing education. Nevertheless, as previous editorials have emphasized (Mizzi, 2020; Neustaeter, 2022) we are living and working through turbulent times. As the flagship journal of adult and continuing education in Canada, we therefore have an opportunity and responsibility to critically examine the relevancy of adult education to contemporary life and politics.

It is in this spirit that I introduce the articles from this current issue. First, with a focus on literacy, Stephanie Fearon explores the learning experiences of Black immigrant mothers as they negotiate the cultural practices associated with motherwork. Second, Christopher Prechotko and Dale Kirby apply a place-based education lens to explore the participation of adult basic education students enrolled at a rural college on Manitoulin Island, Ontario.

*The Canadian Journal for the Study of Adult Education/
La revue canadienne pour l’étude de l’éducation des adultes*

34,2 December/décembre 2022, i–ii

ISSN1925-993X (online)

© Canadian Association for the Study of Adult Education/
L’Association canadienne pour l’étude de l’éducation des adultes

They identify the need for Indigenizing curriculum in rural adult education. Third, employing the lens of teacher empathy, Vander Tavares critically examines the experiences of international students in higher education and offers practical recommendations for generating radical empathy in educational encounters. Fourth, with a focus on adult education program planning, Cheryl K. Baldwin and Doug Magnuson explore the role that negotiation plays in managing power relations in inclusive participatory processes. Fifth, Alan Bourke, Clara Tascón, James Vanderveken, and Emily Ecker explore how community hubs can offer a support structure to assist low-income adult learners in their pathways toward post-secondary education. This issue also contains one book review. Sara Carpenter examines *Revolutionary Feminisms: Conversations on Collective Action and Radical Thought*, edited by Brenna Bhandar and Rafeef Ziada.

Finally, I would like to recognise all the hard work that goes into producing an issue of the journal, including from the authors, reviewers, production staff, managing editors, editorial board members, and editors. For this issue, I would especially like to thank managing editor Dr. Scott MacPhail, my co-Editor-in-Chief, Dr. Robin Neustaeter, French language editor Jean-Pierre Mercier, as well as our copyeditor Lana Okerlund, translator Catriona LeBlanc, layout person Stephanie Leslie, and tech support, Roger Gillis. I would also like to thank our outgoing book editor Dr. Judith Walker for her service to the journal over the years, and to welcome our incoming book editor, Dr. Sara Carpenter. A special thank you to all our volunteer reviewers, without whom this work would not be possible: Jingzhou Liu, Elaine Khoo, Susan Brigham, Jennifer Brant, Marjorie Mayo, Leona English, Kapil Dev Regmi, Thomas J. Sork, Zane Hamm, and Amea Wilbur. Finally, I would like to acknowledge the generous support from both the Faculty of Education and the Office of Graduate Studies at St. Francis Xavier University.

A huge thank you as well to our readers and to the membership of CASAE more generally for helping us to break through the armour and to building and maintaining a strong community of Canadian adult educators.

References

- Buber, M. (2004). *Between man and man* (R. Gregor-Smith, Trans.). Routledge Classic. (Original work published 1947).
- Gillen, M. A. (1987). The challenge of a new journal. *Canadian Journal for the Study of Adult Education*, 1(1), 1-4. <https://cjsae.library.dal.ca/index.php/cjsae/issue/view/237>.
- Mizzi, R. C. (2020). New directions, new provocations: Introducing a new decade of adult and continuing education scholarship in Canada. *Canadian Journal for the Study of Adult Education*, 32(1). <https://cjsae.library.dal.ca/index.php/cjsae/article/view/5570>.
- Neustaeter, R. (2022). Bearing witness to 2022 as educators, learners, and humans. *Canadian Journal for the Study of Adult Education*, 34(1), I-IX. <https://doi.org/10.56105/cjsae.v34i1.5682>.