

# Editorial

## *CJUCE* Online: Fulfilling One of its Major Purposes

*Walter Archer, Editor-in-Chief*

This issue of the *Canadian Journal of University Continuing Education* (CJUCE) has two unusual features. One is that it contains three reports of practice—evidence that this new section of the journal is attracting the interest of authors. The second is that it contains two items in French, a welcome indication that CJUCE is becoming a truly bilingual publication.

The forum piece by Tom Nesbit is an equally welcome indication that this section of CJUCE is fulfilling one of its major purposes, stimulating discussion of issues that are important to our field. Nesbit is responding to the assertion by Gordon and Mark Selman (2009), in their recent publication in this section, that adult education as a social movement in Canada is dead. Nesbit argues that adult education as a social movement in this country is not only alive, but also still lively and moving forward. What do you think? One way you can contribute to this discussion is by using the “Comment” feature of the Open Journal Systems website on which you are reading this journal. You will have to register and log in before you can leave a comment. Better yet, if you want to contribute more extensively to this discussion you can make your own submission for publication in the Forum section in a future issue of this journal.

The forum piece by Marc Imbeault is unusual for this journal not only because it is in French, but also because it is focused on the professional development of members of the Canadian Forces, a client group unfamiliar to practitioners in most CAUCE member institutions. The author argues that, because of the nature of the current and likely future missions undertaken by our armed forces, the officer corps needs professional development in the form of graduate level studies in the humanities and social sciences. He also argues that this group of adult learners can best be served through provision of online and blended learning opportunities.

Scott McLean is a frequent contributor to this journal of articles and forum pieces written in English. In this issue he has contributed an article in French, which is very appropriate given the subject matter of the article—the development and evolution of programs for adults offered by a major francophone institution, the University of Montreal, over the past 59 years. The author concludes his article with some observations and questions about how Canadian university education has, or has not, become more of a force for social equality in recent decades.

The first of the three reports of practice in this issue is focused on adult learning in the fine arts. Izabella Orzelski-Konikowski draws upon her considerable experience as an adult educator

in fine arts to articulate some concepts related to this particular subfield of university continuing education, and to provide some advice to those new to this subfield or thinking of becoming involved in it.

The second report of practice, by Lorraine Carter, Linda Muir, and Doris McLean, discusses their experience in a quite different subfield of university continuing education, namely the subfield of telehealth. They do so through narrative—stories related to the experience of using distance delivery methods to provide continuing education to health professionals. Their purpose is to remind us all that people, rather than technology, are the heart of the telehealth experience.

The final report of practice in this issue, by Titi Kunkel, Blanca Schorcht, and Randall Brazzoni, describes an example of community-university engagement involving Aboriginal communities in central British Columbia. The authors' discussion of what they learned from this experience should provide useful insights to others engaged in or planning similar projects.

I expect that the varied contributions to our Forum, Articles, and Reports of Practice sections presented in this issue will be of interest to many if not most people involved in university continuing education. I encourage you to make your own submissions for publication in one of these sections. Doing so will enhance your own knowledge and understanding of our field, while also contributing to the professional development of your colleagues.

## REFERENCE

- Selman, G., & Selman, M. (2009). The life and death of the Canadian adult education movement. *Canadian Journal of University Continuing Education*, 35(2), 13–28.