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EDITORIAL

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RECOGNIZING ACHIEVEMENTS AND MOVING FORWARD: WELCOME TO OUR 40TH ANNIVERSARY ISSUE

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The word, “anniversary”, according to Oxford Languages, stems from *anniversarius* in Latin, which is a combination of the words *annus* (‘yearly’) and *versus* (‘turning’). Over the past 40 years, the Canadian Journal for the Study of Adult Education (CJSAE) has made significant turns that led to its historic accomplishment felt today. The journal has increasingly published Indigenous, feminist, critical, and international scholarship that has expanded areas of inquiry. The journal offers now more articles in French language and translated abstracts. The journal has also turned away from publishing membership-based, print articles to an open access, online platform model. Open access means that the articles are entirely accessible to readers across the globe. This approach uses open-source software to manage journal operations, requests funding from associations and granting agencies, and involves voluntary labour (Morgan et al., 2012).

Considering the repression of equity and social justice, participatory democracy, and critical thought caused by neoliberalism (Hill & Kumar, 2009), we are at another turning point for the journal. I am reminded that learning and social structures are entwined (Plumb, 2012), and so the CJSAE represents an analytical space where structure and learning coalesce. We can confront traditional hierarchies in academic journal publishing and consider new pathways, such as situating students as partners (Healey et al., 2018), Indigenizing and decolonizing the journal, and supporting equity-seeking groups and multiple literacies. Creating a dynamic, interdisciplinary, and inclusive space that publishes various kinds of scholarship, fosters new voices and partnerships, enhances opportunities for collaboration, and shifts the disciplinarity of adult and continuing education all become paramount in this work. One way of challenging neoliberalism and its deleterious effects is to focus on partnerships and collective investment into the journal. As Editor-in-Chief (2019-2021), I formed new partnerships with universities and community organizations to provide financial and in-kind support. These partnerships demonstrated a shared commitment to adult and continuing education scholarship in Canada. New and creative partnerships are necessary to further sustain and build the CJSAE moving forward.

The articles provided in this themed issue offer a plethora of reflections and recommendations for adult and continuing education in Canada. Besides a Presidential welcome by Hongxia Shan and Cindy Hanson, this issue contains a dialogue among past CJSAE editors that reflects on their experiences and provides recommendations for future

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authors. What follows are seven articles and two book reviews. First, Welly Souza explored publications from 2009-2019 and proposed five ways that community development has been conceived in Canadian adult education research. Second, Shauna Butterwick and Suzanne Smythe applied a cartography of publications from 2009-2019 and explored the various kinds of community-based research with marginalized adults. Third, Rusa Jeremic reviewed digital critical pedagogy perspectives in the journal and argued for the development of an engaged citizenry. Fourth, Stacey Crooks, Paula Elias, and Annie Luk reviewed a decade of adult literacy scholarship in the journal and suggested further work is necessary on adult basic literacy. Fifth, Judith Potter proposed that the journal include more research on age-friendly universities, citing a recent study at McGill University as impetus for more scholarship. Sixth, Lorraine Carter and Diane James reviewed the journal's scholarship in university continuing education and suggested a conceptual framework to support continuing education units in a post-pandemic future. Finally, Shibao Guo and Jingzhou (Jo) Liu analyzed the literature on immigration and adult education over the journal's history and proposed an "integrative intersectional framework" for adult educators to employ when examining the complexity between social categories and structural power.

The issue also contains two book reviews. First, Adam Perry analyzes *Adult Education and Lifelong Learning in Canada: Advancing a Critical Literacy*, which is edited by Susie Brigham, Robert McGray, and Kaela Jubas. Second, Bruno de Oliveira Jayme examines *The Handbook of Adult and Continuing Education*, which is edited by Tonette S. Rocco, M Cecil Smith, Robert C. Mizzi, Lisa Merriweather, and Josh Hawley.

I acknowledge all the hard work that has gone into the journal over the past 40 years, including authors, editorial board members, reviewers, production staff, managing editors, and editors. For this current issue, I give my sincere thanks to Scott McPhail as managing editor and Jude Walker as book review editor for their assistance and to the following reviewers: Shirin Haghgou, Ben Akoh, Kay Johnson, Spring Gillard, Leona English, Adam Perry, Jennifer Sumner, Heather McRae, Budd Hall, Maurice Taylor, Dip Kapoor, Robin Neustaeter, and Colleen Kawalilak.

Thank you for taking the time to read the articles in this historic issue. I look forward to what the journal publishes over the next 10 years!

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