1.0 Overview of the Journal's History

    The Syracuse University Kellogg Project began in 1986 with a
    mission to provide broader access to the university's adult
    education materials and to facilitate the exchange of
    information and learning using the very latest technologies
    where possible. In the fall of 1987 the Project initiated
    an electronic journal, New Horizons in Adult Education. The
    electronic journal, as initially conceived, was to (a)
    provide a means of disseminating, via computer, current
    thinking within the field of adult education; (b) develop
    new avenues for connecting adult educators worldwide; and
    (c) generate dialogue among researchers and practitioners.
    It was decided from the onset that the journal would be
    student run [1].

This clear statement of the purpose and direction of New Horizons
glosses over the serendipity and the hard work that was the
process out of which New Horizons emerged. The graduate student
who took on the job of initiating the journal, Michael
Ehringhaus, set about the task of clarifying the purpose and
structure of the journal, identifying students to serve on its
editorial board, gaining a command of the technology that would
be required to support such an effort, and establishing
publication procedures. Each of these formative activities
consisted of many decisions, all of which had consequences that
the student editor had to consider for this innovative venture.

1.1 Clarifying the Purpose and Structure of the Journal

At the time New Horizons started, there were few templates to
follow other than those offered by traditional, print journals.
Kellogg Project staff interested in the journal concept discussed
what the journal should look like, not in terms of its visual
appearance, but rather in terms of the locus of control, who
would publish it, and what relationship the journal might have to
the field of adult education [2].

Some wanted a radical journal that would serve to rattle the
established views of academic adult education. Others suggested
something more like a bulletin board. Using electronic mail (e-
mail) communication networks, the student editor extended this
conversation to other students and faculty in the field of adult

education.

The ensuing dialogue brought forth several issues. The consensus
was that the journal should be student-run, yet remain open to
all for refereed publication. In addition, students, many of
whom already felt marginal within the field of adult education,
recommended that the journal not increase this feeling by
positioning itself in opposition to the field at large (e.g.,
being a "radical" journal) or by being a student-only
publication. It would be important that contributing to New
Horizons be perceived by the field as something that would
benefit both student authors, who were being initiated into the
publication process, and seasoned professional writers. In other
words, the journal needed to have credibility with academic adult
educators. Concern over these issues led the editor to define
the journal in these ways:

    (1) The journal would be student-run with graduate students
    serving as editors and on the editorial board. As such, it
    would serve as a unique learning environment for students.
    It would be a chance to blend the technological skills that
    must be developed to obtain computer proficiency with an
    added opportunity to learn more about the theoretical and
    practical aspects of adult education.

    (2) The journal would use a double-blind review process to
    adjudicate articles.

    (3) The journal would consider submissions on a range of
    adult education topics (research based or not) from
    academics, students, or practitioners outside of academic
    settings.

Since the fundamental purpose of the journal was to expand the
boundaries of what electronic information was available to adult
educators and to develop new avenues for connecting adult
educators worldwide, part of clarifying the purpose and setting
the structure had to deal with financial issues. Would the
journal be free or not? The decision was made to make it free,
and it would be distributed via a BITNET list server.
Unfortunately, while the Kellogg Project and Syracuse University
could absorb the costs related to managing, assembling, and
disseminating the journal, they could not control the policies in
place at other sites accessing BITNET or related networks. For
example, educators in New Zealand and Australia were charged per
page by those controlling the electronic traffic at their end of
the transmission. The Kellogg Project could not absorb those
costs.

The result was two-fold. First, prohibitive costs on the
receiving end eliminated some readers. Second, the editor and
editorial board had to grapple with the question of producing
paper copies of the journal. In the end, the desire to

disseminate the ideas presented in the journal superseded the desire to have a purely electronic journal. In cases where the reader's context made access to the journal impossible or costly, the editors printed copies from mainframe files and mailed them out.

1.2 Identifying Students to Serve on the Board

The first editor of the journal selected graduate students to serve on the editorial board. In order to be eligible for the editorial board, students needed to be able to use mainframe communication networks. Journal discussion, decision making, and article reviews were to be done electronically over BITNET.

"To take advantage of the medium," wrote the first editor, board members "must have a fairly sophisticated knowledge of their mainframe computer and how to manipulate lengthy electronic files" [3].

+ Page 80 +

The names of potential board members came from the early e-mail discussions about the structure of the journal. In 1986, finding graduate students with either network access and experience or with a willingness to learn and institutional support for network access was difficult. For example, a member of the original board had to share a mainframe account with a professor in her department, and another woman who wanted to be on the board could not participate because her institution did not have the computer support services to assist her.

Following the leads that his sometimes serendipitous e-mail turned up, the editor garnered the names of enough students from around the United States and Canada to constitute the initial editorial board, which had seven members. Many of them had limited technical sophistication when they started, but acquired skill as they participated.

Electronic mail played a key role in the journal's development:

    E-Mail has been used to exchange information about technical
    problems, set up editorial board meetings at national
    conferences, discuss various topics, get feedback on the
    journal, and survey the board for their views concerning the
    operation, management, and substance of New Horizons [4].

A by-product of this national and international interchange was that people began talking about the journal, giving the journal some visibility and publicizing its existence and purpose.

One unanticipated challenge underlying both issues discussed thus far was the founders' naivete about how much formative work was involved in getting an electronic journal started. This was clearly brought home as the New Horizons editor and editorial

board learned to use the technology and developed the journal's infrastructure.

1.3 Gaining Command of the Technology

Getting the journal into an accessible form on the network was like "nailing jelly to a tree," according to the Kellogg Project network specialist Dan Vertrees [5], who assisted the editor in identifying and solving technical problems. When they began, there were few tools to do it with and little communication with the technical experts who had the tools. However, Kellogg Project staff established a vital liaison between themselves and the campus computer network services. This liaison was responsible for breaking electronic logjams having to do with collecting, moving, formatting, uploading, and downloading files; insuring adequate mainframe space for journal activities; and working with different computer systems.

Because electronic communication is rapid, there is an accompanying myth that anything connected with such communication would be rapid. Surely, putting out an electronic journal would be a streamlined, fast process! This expectation exemplified the naivete surrounding the development phase of the journal. As the founding editor commented in a recent conversation:

    Push a button and it's [the journal] in Australia, [or] in Vancouver. We can disseminate instantly. We can receive instantly. [However], the actual process of electronic formatting doesn't fit the myth of the speed of an electronic product [6].

Gaining command of the technology involved not only learning which communication packages to use and which commands did what, it also involved formative tasks such as training others, experimenting with the technology at each phase of publication, exploring the consequences of doing file transfers instead of using e-mail, and helping board members, authors, and readers grapple with technical problems on their end of the process. A spirit of playfulness and adventure were key qualities the editor brought to this aspect of the journal's development.

1.4 Establishing Publication Procedures and an Editorial Policy

It was not the intention of the Kellogg Project to clone a print journal. However, those involved with shaping the journal wrestled with the pros and cons of taking advantage of electronic publishing while at the same time keeping recognizable formats that were the boundaries set by print journals. There were few models to follow for developing an electronic journal in an academic context where credibility, equitable access, and bibliographic retrieval are important. "It was too early in

electronic journaling," noted Dan Vertrees, "to push too many of
the boundaries because people were just beginning" [7].

Most of the journal's policies and procedures evolved over time
from discussions with people in the field of adult education,
computer technology, and library science. For instance, the
editor did not set a publication frequency because it wasn't
known how long the entire publication process (from submission to
final publication) would take using e-mail and mainframe-PC
communication. In addition, as a student-run journal read mainly
by those in academic settings, it became apparent that New
Horizons' publication cycle needed to mesh with the academic
calendar, taking into account things like exam periods,
vacations, and the special demands of the beginning and end of
semesters.

After a little over a year's experience with the journal, a
formal editorial policy was codified. The editorial policy
guidelines, published in the third issue (Fall 1989) of New
Horizons, were designed to be as encompassing of "high tech" and
"low tech" options as possible in order to highlight the
journal's overall commitment to access.

The following areas were addressed within this policy statement:

    (1) Purpose of the Journal

    New Horizons in Adult Education was founded to enhance
    international dialogue within the field of adult education.

    (2) Nature of the Publication

    Categories of acceptable submission forms were broadly
    defined to include research articles, thought pieces, book
    reviews, point/counter-point articles, case studies, and
    invitational columns written by graduate students,
    professors, and practitioners involved in adult education
    and allied areas.

+ Page 83 +

    (3) Manuscript Submission Requirements

    New Horizons in Adult Education would accept articles in a
    variety of formats including computer disk (ASCII files), e-
    mail, fax, and paper copy. Submissions could be sent to an
    electronic address or by regular mail to the journal's
    office. There were no explicit length limitations, although
    authors were informed that the editorial board reviewers
    would evaluate each piece to determine if the subject and
    substance warranted the length. Authors were also advised
    to use written text explanations of concepts and data rather
    than diagrams or graphics; simple tabular data, when
    necessary to article content, could be included.

(4) Submission Style

While the electronic medium would not accommodate strict
adherence to the rules governing manuscript style and
references outlined in the Publication Manual of the
American Psychological Association (APA), APA was the
preferred style of New Horizons and was recommended as a
model for manuscript preparation.

2.0 A General Description of New Horizons

As one of the first electronic journals distributed via computer
networks, New Horizons had to blaze the trail and establish a
variety of editorial and operational procedures that were
appropriate for the new electronic medium.

2.1 Frequency of Publication, Scope, and Content

Since its inception, five issues of the journal have been
"published" or distributed across AEDNET (the Adult Education
Network). AEDNET, an electronic network sponsored by the
Syracuse University Kellogg Project, is a VM/CMS-based list
server, networked to BITNET, CSNET, Internet, NSFNET, and
NYSERNet. Several participants also connect to AEDNET via
FidoNet and CompuServe. In 1991, a biannual publication policy
with Fall and Spring issues corresponding to the academic year
was instituted in response to an increase in the number of
submissions to the journal.

+ Page 84 +

The manuscript acceptance rate for this journal has been 32%.
Article submissions have been both theoretical and practical in
focus, and they cover many fields of inquiry. The complex mosaic
of submissions to date share common threads of interest to
education scholars, practitioners, and students alike who are
concerned with topics relevant to the field of adult education.
For example, past issues have carried articles on adult
development, propaganda and adult education, feminist research
methodology, functional literacy in Nigeria, women and literacy
in Tanzania, physical learning environments, adult education in
Nicaragua, and a comparison of computer and audio
teleconferencing.

2.2 Reader Access

The editorial staff of New Horizons has attempted to facilitate
access in two ways.

First, the journal is sent out free of charge to over 400 adult
educators in ten countries, including Australia, Canada, Finland,
Ireland, Norway, Sweden, Switzerland, Turkey, the United Kingdom,

and the United States. In addition, through AOLIN (Australian
Open Learning Information Network), another 95 individual
participants as well as the members of seven organizations have
access to AEDNET. Back issues of the journal, in both electronic
and paper form, are available free of charge. Although most
back-issue requests have been for paper copies, there is an
increasing demand for electronic copies.

Second, since the Kellogg Project was concerned about access for
readers who were not on the network, it approached the ERIC
Clearinghouse on Adult, Career, and Vocational Education. New
Horizons has been indexed and abstracted by ERIC. To further
enhance bibliographic access, an ISSN number has recently been
applied for.

+ Page 85 +

In his recent editorial on a journal readership survey conducted
over AEDNET, Ehringhaus [8] highlighted the concerns regarding
access to the technology that were expressed by respondents to an
e-mail questionnaire:

> Network access is not pervasive throughout the world or
> within those areas of institutions in which adult education
> departments are housed. Some readers of New Horizons, for
> example, have to share computer accounts with colleagues
> while other readers find it next to impossible to gain the
> necessary institutional support (both technical and
> training) to engage in the level of mainframe communications
> necessary to interact with AEDNET, in general, or with New
> Horizons, in particular. Any publication distributed via an
> electronic network is, therefore, limited in its readership
> to those who have means and institutional support necessary
> to log on and use the system.

It is issues of equity and access such as this, which the
editorial staff of New Horizons has tried to consider from a
number of possible angles, that will remain a challenge to
electronic journal publication in the future.

2.3 The Editors and the Editorial Board

New Horizons has been edited and published by a total of five
graduate students from Syracuse University: (1) Michael
Ehringhaus, 1987-1990; (2) Jane Hugo, 1989-1990; (3) Linda
Newell, 1989-1991; (4) Joan Durant, 1990-1991; and (5) Mary Beth
Hinton, 1990-1991. Also, David Price of the University of
Missouri-Columbia left his position on the editorial board in
1990-1991 to join the editorial staff.

The editorial board, which was initially comprised of seven
graduate students from across the United States and Canada, has
now grown to fourteen members. The editorial board members
represent a wide range of disciplinary interests within the field

of adult education. Like the editors, they are nontraditional
students who bring many years of adult education theory and
practice to their position. Selection criteria for the editorial
board include graduate student status (once a board member
completes his or her degree, she/he is no longer eligible to
participate as a reviewer) and access to a personal computer and
mainframe account.

+ Page 86 +

New Horizons offers a unique informal learning opportunity for
the graduate students who volunteer to serve on the editorial
board. Although most of the editorial board members are graduate
students in adult education, two board members have been from
related disciplines.

2.4 The Editorial Dynamics

A series of snapshots of the editorial responsibilities would
include the following activities as the major operational
components.

2.4.1 Requests for Information

Staff must respond to ongoing written, electronic, and telephone
requests for information about the journal.

2.4.2 Promotional Materials

Promotional materials such as letters, calls for manuscripts,
newspaper articles, and newsletter articles must be prepared on a
regular basis.

2.4.3 Communication with the Editorial Board

The editors must engage in frequent e-mail communication with
editorial board members to provide information updates on the
receipt of new submissions and the status of work-in-progress.

2.4.4 Article Submission

Authors can send articles to either the journal's e-mail address,
HORIZONS@SUVM, or to its regular mail address: New Horizons in
Adult Education, Syracuse University Kellogg Project, 310 Lyman
Hall, 108 College Place, Syracuse, New York 13244-4160.

(After August 1991 when the Syracuse University Kellogg Project
ends, the electronic mail address for New Horizons will remain
the same; however, its regular mail address will change to New
Horizons in Adult Education, Department of Adult Education, 350

Huntington Hall, Syracuse, New York 13244-2340.)

Once submitted articles are received, staff create office files
for all submissions, including author's original paper or
electronic disk copy, duplicate editorial copies, and copies of
all correspondence with the author. An article submission
checklist has been prepared to capture the sequential details of
this process.

2.4.5 Article Annotations

Staff prepare brief annotations of each article for use by the
editors and the editorial board. Such documents give the
editorial board members a more detailed picture of what the
submission is all about than a title alone could provide.

2.4.6 Preparation of Electronic Review Documents

Articles submitted in an electronic format need to have
identifying materials removed (e.g., author's name and
institutional affiliation) from the original electronic file,
which requires the creation of duplicate files on each
submission. Electronic copies are requested for all submissions;
however, depending upon the location and resources of the author,
exceptions are made, and some documents are keyed by staff.

2.4.7 Review Cycle

Based on interest, expertise, and time constraints, board members
select articles to review. An electronic article review form
facilitates the review process. This form consists of three
sections.

The first part asks for criterion ratings (on a scale of 1 to 4)
on importance of the problem/subject of the article, the adequacy
of background information, the clarity of purpose, the adequacy
of literature reviewed, the soundness of the methodological
approaches, the adequacy of the findings presented, how
well-supported the inferences and conclusions are, and how
well-organized and well-written the article is.

The second section calls for a narrative assessment of the
article's strengths and weaknesses as well as details on any
problems that must be resolved for the article to be acceptable
for publication.

The final section asks the reviewer to provide an overall
recommendation for subsequent action to the editors: accept with

minor revisions, accept with major revisions, or reject.

Reviewers are requested to complete their critiques within two weeks. Detailed written summaries of the reviewers' comments are then drafted, and a letter is sent out--either via regular mail or by electronic mail--informing the author of the decision. If accepted, the article's publication status is conditional pending a careful review to make certain that the requirements for acceptance have been met.

This part of the process, from receipt of a submission through the editorial board review, was originally envisioned to take about six weeks. It often takes much longer and it is dependent upon a number of factors. It is the unwritten policy of this journal to make every possible effort to accommodate the needs of the editorial board and of the authors themselves. It has been observed by the editors that this flexibility serves to encourage both new and experienced authors to consider New Horizons as an avenue for the dissemination of their writing. The goal has been to have four reviewers for each submission. However, this ideal has often proved to be problematic; occasionally, guest reviewers have been selected when a submission falls outside the range of interest and/or professional opinion of the editorial board.

2.4.8 Publication of a Completed Issue

This is the most time consuming aspect of the entire process, although it has been completely done via electronic means. Assistance from campus and Kellogg Project computer support services is invaluable at this stage. Many hours are spent on each individual article--with five articles per issue on an average--to assure that the format meets APA style and that the finished product, once deemed ready for to be sent out over AEDNET, is able to be received by computer systems of all kinds.

+ Page 89 +

Since many users are uncertain as to how to go about receiving an electronic file, issue files are not sent. Rather, an explanatory cover letter precedes the journal which is distributed as an e-mail message. If future issues consist of more than about 30 pages, the editors will need to decide on an alternative distribution strategy, such as sending the journal out in two parts or as two separate e-mail messages.

3.0 Conclusion

As one of the major components of the Syracuse University Kellogg Project, New Horizons has served as an effective means of linking a dispersed community of adult education scholars, practitioners, and students throughout the world. During our first five years, the editorial team has attempted to capitalize on the benefits of the electronic medium, while at the same time learning to accept

the new and often idiosyncratic nature of this communication
channel. When the Kellogg Project grant at Syracuse University
ends in August 1991, New Horizons will assume a new home base in
the Adult Education Department at Syracuse. The editorship will
also change helm at that time, and a new team will continue to
learn to negotiate the peaks and valleys of the world of
electronic publishing.

Notes

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3-4, ERIC, ED 316732.

2. Michael Ehringhaus, personal communication, March 1991.

3. Michael Ehringhaus, The Electronic Journal: Promises and
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4. Ibid.

5. Dan Vertrees, personal communication, March 1991.

+ Page 90 +

6. Michael Ehringhaus, personal communication, March 1991.

7. Dan Vertrees, personal communication, March 1991.

8. Michael Ehringhaus, "New Horizons in Adult Education: A
Readership Survey Report," New Horizons in Adult Education 3
(Fall 1989): 14.

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