

Not long after I was appointed editor, I was told that, among other duties, I would have to actually write a short piece for the journal, and that this "editorial" should consist of deep thoughts, including my philosophy and goals for the *NACADA Journal*. Since assuming the post of editor in July, I have been busy trying to keep my head above water on journal business, and determine how best to do the job, leaving little time for deep thinking. Thus, while presenting a set of long-range plans will have to wait until a future issue, it took little time to realize that my immediate goal is to publish sufficient issues to get the *Journal* back on to its expected publishing schedule. To accomplish this task will require that we publish four issues before the end of 2000, a rather ambitious goal, especially given that one of the major reasons for our tardiness is a dearth of submissions from members.

While the editorial board and I are exploring various long-range solutions to increase submissions, at this juncture I am requesting you assist me in achieving this goal by taking one or more of the following three actions.

1. Submit a manuscript for potential publication. The guidelines for the manuscript and the format for the article are in the back of this issue and are available on the NACADA Web site.
2. If you have colleagues at your institution who are engaged in research in advising, student affairs, learning communities, student personnel, or any area that might be of interest to advisors, urge them to submit their manuscripts for publication.
3. To help close the publication gap, we are planning to publish one or more special issues on selected topics, and I will be soliciting submissions in the near future. At this point in time the tentative list of special topics includes: *Advisors and Advising Services*, *Advising as Teaching*, *Curriculum and Advising*, *Discipline Oriented Advising*, *Multidisciplinary Advising*, *Preprofessional Advising*, *Graduate*

*Advising, and Advising Theory*. Although this may be modified and refined as the process continues, I would like your help in identifying potential contributors. If you conduct research in, have strong opinions and ideas about, or know of potential applications and techniques in any of these areas, or you know individuals who do, send me their names and contact information. I will contact them to solicit potential manuscripts for publication consideration.

The lead article in this issue, *Learning at the Core: Toward a New Understanding of Academic Advising*, is not a typical research or review article. Based on their years of experience in advising at small colleges, and their review of the literature, Drs. Trachte and Hemwall raise some interesting and provocative questions. It was not their intent, nor mine in accepting the article for publication, to rekindle any antagonism between professional and faculty advisors. I see their goal as offering another theoretical framework under which advising, and its overall role at an academic institution, may be viewed. My goal in publishing the article is to present readers with a different, perhaps controversial, view of advising, and to spark some discussion.

I hope their article will be controversial, thought provoking, and will generate discussion among advisors. To allow for public discussion, I am soliciting responses to their article, to be published in a subsequent issue. Therefore, if you have a reaction to their thesis, either positive or negative, you may submit your commentary to me. These commentaries, or responses, may be in the form of a letter to the editor or a short manuscript. In either case, responses should be well reasoned, include references when and where appropriate, and should be submitted in American Psychological Association (APA) format. The maximum length for these comments is to be 1,000 words (about 5 pages), and should contain no more than 10 references. Submission of a comment does not guarantee publication, and all accepted comments will be reviewed and edited for style, and so forth.

Joel Freund