
Editorial

This is the second issue during the silver anniversary of *The Journal of Chiropractic Education*. In preparing to celebrate this landmark, I realized that several people had worked tirelessly for many years to grow and manage the journal. However, the history of *The Journal of Chiropractic Education* had never been chronicled. Therefore, we assembled an authorship team and present the history of the journal in this issue. I had the pleasure of reviewing all past issues of the journal as I wrote the history with my colleagues, former Editors-in-Chief Grace Jacobs, DA, and Reed Phillips, DC, PhD, and ACC-RAC Peer Review Chair, Claire Johnson, DC, MSED.

When comparing the journal today with the journal of the past, there are two striking differences. The first is that the journal enjoys participation from more representatives of chiropractic training programs than ever before. Nearly every country that has a chiropractic training program now has a representative on the editorial board, representing 39 programs from 15 countries. Clearly the journal's advising and review system receives more diverse input than ever.

The second difference is that the journal is now comprised predominately of articles that include data and statistics. When the first 20 years of the journal were reviewed, 66% of the manuscripts were considered to be nondata reports.¹ This statistic has reversed over the past 5 years, with data studies comprising 67% of the articles published in the journal from 2007 through 2011. Among other things, journals are measured by the quality of the papers published within them, the ease of access to the publication, and the prestige and representativeness of the editorial board. I am pleased that at the end of our 25th anniversary the journal is doing very well in this regard.

Those people who serve as reviewers of submitted manuscripts contribute a great deal to the journal. Thank you to the many volunteers who reviewed manuscripts over the past year, providing excellent and formative blinded reviews. The reviewers for the past year were Alan Adams, Ana Paula Albuquerque Facchinato, Barclay W. Bakkum, Jennifer Bolton, Rodney Bonello, James W. Brantingham, David Byfield, Laura Chadwick, Mark Christensen, Mary Kate Connolly, Robert Cooperstein, Kevin Cunningham, John Downes, Andrew Dunn, Phillip Ebrall, Brian Gleberzon, Christopher Good, Emile Goubran, Heidi Haavik, Mark Darrel Hecimovich, Sean Herrin, Claire Johnson, HanSuk Jung, Kim Khauv, Stuart Kinsinger, Charmaine Korparral, Alexander D. Lee, Anthony Lisi, Brian McAulay, Marion McGregor, Christopher Meseke, Timothy John Mick, Thomas Milus, John Mrozek, Valerie Nichols, Lotte Dyhrberg O'Neill, Anthony Onorato, Cynthia Peterson, Mark T. Pfefer, Lisa Rubin, Ron Rupert, Randy Swenson, Rodger Tepe, Subramanyam Vemulpad, Bruce Walker, Robert Ward, Michelle Wessely, and Michael Wiles.

As we close out a successful 2011, I would like to thank the NCMIC Group for its generous financial assistance that has allowed the Association of Chiropractic Colleges to grow *The Journal of Chiropractic Education* and accomplish so much in the past 3 years.

Bart Green, DC, MSED
Editor-in-Chief

REFERENCE

1. Johnson CD, Green BN. Trends in articles published over the past 20 years in *The Journal of Chiropractic Education*: country of origin, academic affiliation, and data versus nondata studies. *J Chiropr Educ* 2008;22(1):4–11.

Reflections on the 25th Anniversary of *The Journal of Chiropractic Education*

Dear Editors, Contributors, and Readers of *The Journal of Chiropractic Education*:

I'd like to begin by thanking all those who have played a role in the development and continued growth of *The Journal of Chiropractic Education*. To all of the editors, from Dr. Grace Jacobs, who brought an idea to fruition in 1987 and then nurtured that initial mimeographed collection into a traditional journal format over the next 10 years, to Dr. Reed Phillips and Dr. Rob Ward, and now Dr. Bart Green, in addition to all current and former members of the editorial board, you have done a tremendous job for the chiropractic profession for the past 25 years. By lending your guidance, expertise, and perseverance to the journal, you have given us all a critical vehicle for the sharing of ideas and best practices for improving the educational experiences of chiropractic students, thereby improving the quality of chiropractors produced by our colleges and the profession as a whole.

As the president of Texas Chiropractic College and the Association of Chiropractic Colleges (ACC), I take great pride that through its first 25 years, *The Journal of Chiropractic Education* has been a journal of inclusion rather than exclusion. The editors have seen to it that every chiropractic college in the United States and Canada is represented on the editorial board and that this list has expanded to include our international colleagues. Also, because this journal tackles educational issues first, having a chiropractic degree after your name has never been a prerequisite for submitting or reviewing an article. Including PhDs, MDs, MEds, and others, along with DCs, in our efforts to grow our knowledge in chiropractic is critical to our ability to educate each generation of chiropractors. The way in which students learn is rapidly changing. To be effective in educating each entering chiropractic class, we must be proactive in researching and implementing new methods in teaching and learning, utilizing every available tool and technology, and this journal is our best vehicle for disseminating this information.

In May 2008, our ability to be inclusive expanded greatly when, through the dedicated efforts of so many staff members and volunteers affiliated with it, *The Journal of Chiropractic Education* joined other highly regarded publications by becoming included

in PubMed. By virtue of being indexed in PubMed, ICL, CINAHL, MANTIS, and other notable databases, we are able to be a part of a larger community of education experts in other fields of health care and beyond.

Finally, I believe one of the greatest points of inclusion is that, through the support of the ACC and our friends at NCMIC, the contents of *The Journal of Chiropractic Education* are available to everyone for free via its website (www.journalchiroed.com). Additionally, faculty members at every school with membership in the ACC receive a prepaid subscription so that even those educators not active in the research process have unfettered access to the most up-to-date information.

So congratulations on 25 impactful years to *The Journal of Chiropractic Education* and to all those who have made it possible! Here's to at least 25 more!

Richard G. Brassard, DC
President, Texas Chiropractic College
President, Association of Chiropractic Colleges

Importance of *The Journal of Chiropractic Education*

In 1987, Dr. Grace Jacobs from Northwestern College of Chiropractic had a vision for a journal that could serve the needs of chiropractic educators. Like many other endeavors that ultimately endure because of the persistence of those who are dedicated to a cause, the journal started on a small scale and on a very limited budget. It has since grown in importance to the Association of Chiropractic Colleges and to those authors who take the time to share their work with colleagues throughout the world.

The growth and longevity of the journal is evidence of its importance to the profession and a compliment to the dedicated faculty who contribute to the journal as they train future generations of chiropractic doctors. Moreover, inclusion of the journal in the major indexing systems, such as PubMed, CINAHL, ICL, and MANTIS, further confirms the quality of the work that is submitted and the integrity of an editorial board that represents nearly every chiropractic college in the world.

Finally, *The Journal of Chiropractic Education* is vital to our identity because without our own literature we would not be viewed as the legitimate profession that we have become. Our ongoing financial support and encouragement for its growth in the future is critical.

Mark T. Zeigler, DC
President, Northwestern Health Sciences University
Vice President, Association of Chiropractic Colleges

Marking the 25th Anniversary of *The Journal of Chiropractic Education*

Marking the 25th anniversary of *The Journal of Chiropractic Education* creates the opportunity to reflect on the significance and positive impact that the publication has had on chiropractic education and the chiropractic profession in general. The journal has provided a rigorous forum for scientific dialogue about the unique elements that define chiropractic education. In addition, it has been invaluable in providing a forum for fac-

ulty members and researchers in doctor of chiropractic programs to share knowledge and sharpen their writing and research skills.

Countless times over this past quarter-century, chiropractic researchers and faculty members have used this journal for literature searches on topics relevant to chiropractic education. Likewise, generations of chiropractic students have referenced it in their explorations of chiropractic and chiropractic education. And we should not forget the use that this journal has for those studying health care education in the broader milieu. Congratulations and thanks for all that *The Journal of Chiropractic Education* has meant for chiropractic's continuing development as a profession and a discipline.

Brian J. McAulay, DC, PhD
Executive Vice President and Provost, Life University
Secretary/Treasurer, Association of Chiropractic Colleges

***The Journal of Chiropractic Education:*
Leading the Dissemination of Scholarly Discourse**

The Journal of Chiropractic Education has been a leading force for the dissemination and scholarly discourse of chiropractic education since its inception 25 years ago. The chiropractic profession and its educational institutions have provided a chronicle of our progress as educational institutions, our research, and our advancement as partners in advancing health care knowledge worldwide. Each time our research efforts are recorded, it is another acknowledgment of our efforts to advance evidence-based, patient-centered care. Furthermore, distribution and publication in PubMed reinforces our scholarship and appropriate status.

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