NOTE FROM THE EDITOR FOR REGULAR PAPERS

Welcome to the first issue of SERJ for 2020. Regular readers may be surprised by the February issue date, but starting in 2020, SERJ will publish three Issues per year: two with Regular papers and one Special Issue. Typically, the Special Issue will be published in June, with the Regular Issues coming out in February and October. For 2020, this Special Issue, Building Future Generations of Statisticians, is being released in February, and the Regular Issues in June and October. The change in publication dates underscores the growth of the statistics education community in general, and of the number of high-quality manuscripts submitted to SERJ in particular. It is a very exciting time for our research field!

Please join me in thanking the leadership team responsible for the February 2020 Special Issue of SERJ: guest editors Ayse Bilgin and Peter Howley, and the SERJ Editor for Special Issues, Manfred Borovcnik. This team has worked tirelessly to produce the issue with such an important focus for our field. In addition, a special thank you to Manfred, for whom this Issue represents his last as Editor. Manfred's dedication to SERJ and attention to detail will be missed by the SERJ Production Team. New to the position of SERJ Editor of Special Issues is Daniel Frischemeier, who will oversee the publication of the June 2021 Special Issue of SERJ, Statistics Education Research from a Latin American Perspective, as his first Issue. The Editorial Board of SERJ is looking forward to working with Daniel and we welcome him to the leadership team of SERJ.

JENNIFER J. KAPLAN

EDITORIAL FROM THE SPECIAL-ISSUES CO-EDITOR OF SERJ

The central theme of the present special issue is 'initiatives in developing future statisticians'. The main focus was laid on the surrounding 'outreach' initiatives and supporting mechanisms for increased engagement in the field of statistics. We wanted to collect details about activities that arouse interest from the wider community and schools and increase the numbers of individuals engaging with statistics. Activities that let the next generation recognise the value of statistics and wanting to be part of a statistics movement. Our call for papers was not very specific, we asked for collaboration between stakeholders, innovative approaches to develop a love of statistics and to overcome statistical anxiety, success and failure stories. It is vital to accompany such activities by research in order to draw evidence-based conclusions from the experience. Yet, in practice such research is missing.

To evaluate such outreach programmes is a difficult task: the problem is open, not clearly stated (criteria are missing somehow; the target group is not well-defined), and the programmes are not initiated by researchers who primarily are from the community of statistics research, but are carried out by singular persons or institutions who want to spread the ideas of statistics. The focus is on inventing something that works and attracts attention. We are in some justification dilemma: Either we acknowledge the various attempts and programmes by other standards than used in research or, we miss opportunities. There are no or not well-organised accompanying research activities when creativity is in flux and programmes are developed. Yet, in practice, it becomes often rapidly clear that some ideas will work and others will not. When we are facing the revolution of statistics by data science, for statistics as a discipline, we are in need to change our attitudes, our conceptions what are feasible statistical methods (the role of assumptions), what are the relevant criteria for success of statistics, and what are the relevant problems to solve. For teaching statistics, what are feasible and viable solutions to teach such a revised statistics, and who will be able to teach them. The situation, in a sense, is analogue to the "conflict" between statistics as an applied discipline and data science as an innovative field.