

*InterActions* looks ahead to a more inclusive and critical discourse regarding national policies and practices impacting Education and Information Studies. The current collection of articles brings together scholars from philosophy, American studies, folklore studies, and information studies to link archival studies to larger social and political contexts. Clara Chu and Rebecca Dean served as guest editors for the special focus section on work from the first conference on Latina/o archives, "Memoria, Voz y Patrimonio", presented at UCLA in 2003. Additionally, they provided an introduction, archival resource list, and epilogue to supplement two articles they have chosen to highlight from the conference.

Mario H. Ramirez's "The Task of the Latino/a Archivist: On Archiving Identity and Community" considers how Latina/o archivists can "document Latino groups in the United States, and therefore lend them subjectivity, without restricting the multifaceted ways in which they construct and negotiate their identities" (Ramirez 2009, p.2). Ramirez discusses important philosophical questions concerning the relationship between archiving, documenting, and culture that challenge essentialist identity categories.

The second article, "Latina/o Traditional Medicine in Los Angeles: Asking About, Archiving, and Advocating Cultural Resources," by Michael Owen Jones and Claudia J. Hernández, describes the methods and techniques used to document Latina/o traditional medicine in Los Angeles. In addition to presenting initial findings, the article provides a fruitful discussion of the opportunities and challenges that arise from these methods and techniques and considers how such medical traditions might be made available to varied audiences.

In conjunction with the special focus section, the issue includes two articles that consider archival education and pedagogy. In his article, "Unpleasant Things: Teaching Advocacy in Archival Education Programs," Richard J. Cox reflects on the experience of teaching a course on 'archival advocacy,' a concept that has evolved over the years from a focus on access to public outreach to broad social, political and ethical issues. Situating his discussion within the context of the modern university and changes facing the archival community, Cox addresses particular challenges and successes for students who have preconceived notions of archival work that do not always mesh with the training students receive in archival education programs.

Finally, Kelvin White's "Perpetuating and Extending the Archival Paradigm: The Historical and Contemporary Roles of Professional Education and Pedagogy" is the first of a two part analysis that critically

engages the concept of Archival Science "by examining the development and evolution of its key ideas and principles, and the historical interplay between them and such constructs as modernism, objectivity, scientific management, nationalism, sovereignty, and colonialism" (White 2009, p.?). White argues that Archival Science has significantly contributed to colonial hegemony and lacked a necessary critical consciousness and social justice ethic. The second part of his analysis will be published in *InterActions* Volume 5, Issue 2.

Together these articles reflect *InterActions'* commitment to examine critically the methods and practices in education and information studies. The editors hope that these articles suggest new directions for research and contribute to the conceptual and professional tools necessary to contest inequality and hegemony.