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## Editors' Note

Volume 2, Issue 2 of *InterActions: UCLA Journal of Education and Information Studies* arrives at a time of transition both within the journal and in the context of political mobilization in the United States. As the editorial staff begins its annual editorial turnover, when one or two of the editors fulfill their two-year terms and move on to complete their dissertations, we hope that once again we are (to quote the Editors' Note from Volume 1, Issue 2) "presenting a multi-faceted, unconventional and *critical* approach to Education and Information Studies." We leave it to future editorial staffs and a growing, diverse readership to continue to push *InterActions* to meet and even surpass this challenge.

With regard to political mobilization, the recent, massive demonstrations in support of immigrant rights across the United States marks a potential shift in the consciousness of a new generation of activists. In our home city of Los Angeles, hundreds of thousands of people, of all ages, have participated in wide-scale demonstrations. On March 24, 2006, officials estimated that more than 2,700 students walked out of at least eight schools to protest the Sensenbrenner anti-immigrant bill being considered by Congress. These included students from East Los Angeles, Huntington Park, Bell, and Southgate high schools. Their efforts inspired others to march the following day. On March 25, hundreds of thousands rallied in downtown Los Angeles. On March 27 more than 36,000 students from 26 school districts throughout Los Angeles County walked out of school and marched through streets and freeways. Similar student demonstrations and walkouts were reported in Dallas, Detroit and Phoenix. And on May Day, 2006, the world stood witness to the greatest mass mobilization in the history of the United States—according to some estimates over a million immigrants in Los Angeles joined hundreds of thousands of other marchers in over two hundred cities throughout the United States.

We, the editorial staff, marched together with immigrants, mostly from Mexico and other South and Central American countries during a day of protest that was called "A Day Without Immigrants" and "The Great American Boycott". We walked four miles through Koreatown and the Mid-Wilshire district of Los Angeles, to La Brea Avenue. We witnessed numerous signs that read: "We are all immigrants" and "No Human Being is Illegal." Other signs read "Si por que soy Mexicano dicen que soy 'illegal' revisa la historia real pues estoy en mi tierra natal" ("if because I am Mexican they say that I am illegal, revisit the real history, I am in my native country"). As this new generation begins to challenge the deep racial, economic and social inequities of our society and construct its own democratic projects, questions about what it means to be *legal* versus *illegal* as a basic definition of one's own *humanity* and the racial formation of the United States can begin to be questioned and challenged. It is in this spirit of critical

inquiry and challenge towards taken-for-granted realities that this issue of *InterActions* finds its *voice*

This concept of voice, discussed with great passion and insight by Nathan Snaza and Timothy J. Lensmire in “Abandon voice? Pedagogy, the body, and late capitalism,” is, as they describe, “one of the most powerful metaphors we have for thinking about agency and authorship in politics and education.” While Snaza and Lensmire explore the importance of voice in the moment of production, a moment that they argue holds potential for a concrete project of democracy, Robin J. DiAngelo and David Allen in “My feelings are not about you: Personal experience as whiteness” critically explore white privilege in action, investigating what often is an unexamined impediment to *truly democratic* projects of democracy.

Sharon S. Lee in “*Over-Represented and De-Minoritized: The Racialization of Asian Americans in Higher Education*,” continues on a theme of racialization in higher education, exploring how Asian Americans are alternately *model minorities* and *yellow perils* within the discourse of university admissions. As Lee argues, this racialization is not an isolated phenomenon but is part of larger processes of racialization within the United States. Kathleen Adams, in “Formation of Professional Identity at the New Silver Street Kindergarten, 1883,” complements the discussion of racialization by bringing up the important aspect of gender within the professional discourse of education, as the women of the kindergarten movement of the late 19<sup>th</sup> century in the United States had to negotiate the dominant discourse of *separate spheres* based on gender. Finally, rounding out the set of articles, we have Stacey Meeker’s “Sorting Language Archives Out: Digitization and its Consequences,” dealing with the marginalization of endangered languages and efforts to preserve them. We end this issue of *InterActions* with Meeker’s article, as it presents a call, not just for academics, but for professionals in the information fields as well to take a more active and conscious role with regard to matters of inequity and marginalization.

We offer this issue to you, our readers, in the hope that it can be part of your on-going critical engagement with areas of concern in education and information studies, and in day-to-day struggles for political, economic, and social justice. For those of us (Nathalia Jaramillo and Ajit Pyati) leaving the editorial staff, a heartfelt thanks for the opportunity to serve the *InterActions* community. We look forward to seeing *InterActions* continue to grow and make vital critical interventions in our disciplinary fields.